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# EVERY-DAY SPELLER

SECOND BOOK

O'SHEA-HOLBROOK-COOK

THE DUNN-MERRILL COMPANY

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## EVERY-DAY SPELLER





# EVERY-DAY SPELLER

SECOND BOOK  
GRADES THREE AND FOUR

*By*

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## FOREWORD

These Every-day Spelling books have been prepared in view of the results of extensive experience with the teaching of spelling, and also of the conclusions of recent investigations respecting (1) the words which should be taught in the elementary school because they are likely to be used by the majority of people in every-day life; (2) the ways in which a pupil learns to spell most readily and effectively; and (3) the crucial parts of difficult words to which the learner needs to give particular attention. At the close of the Second, Third and Fourth Books there is given a detailed presentation of all the principles and methods upon which the books are based, and the teacher is referred to this statement for information regarding the grounds upon which words have been chosen for the different grades, and the various methods of teaching them. It will be enough to say here that the authors have endeavored to make spelling books which are closely adapted to the practical needs of pupils and teachers in elementary schools. Every word included in these books has been carefully examined with respect alike to the probability of its being of practical value to pupils, and the methods of presenting it so that it can be readily and accurately used when once learned.

To Cecelia Hefter, Mary Murray, Katherine Ward, May Peaslee, Annie L. Reid and Mary E. Pierce, teachers of Forestville School, the authors express their gratitude for valuable assistance in preparation of these volumes.

THE AUTHORS.



# **EVERY-DAY SPELLER**

**GRADE THREE**



# I

## LESSON 1

five	haste	shake	waste
drive	paste	snake	taste

We come to school **five** days in the week.

Mother says, "**Haste** makes **waste**."

May I mend your book with this **paste**?

Do **taste** this plum!

I shall **drive** my pony after school.

I **shake** the whip when I want her to run.

Oh, I saw a big **snake** back of that rock!

## LESSON 2

grate	wade	price	grape
state	shade	twice	grave

I was born in the **state** of Illinois.

Let us **wade** in the pond, Ruth!

You go; I'll sit in the **shade** of this  
big tree.

I have been in **twice** to-day.

Will you chop some wood, Tom? Don't  
look so **grave**. Mother says we may have a  
fire in the **grate**.

Yes, and we may have some **grapes** to eat.

Is that not a good **price** for your work?



## LESSON 3

white	store	place	skate
while	stove	chase	dance

Do you like to **dance**, Roy?

Yes, but I like to **skate** better. I **skate** to the **store** for mother, **while** Rose puts the toys away. Every toy must be in its **place** by bedtime.

Rover is my big black and **white** dog. At night he sleeps near the **stove**. When I go out to **skate** he loves to **chase** me.

How many nouns (or objects) do you see in the picture on the opposite page?

Spell the names of as many as you can.



## LESSON 4

shine	use	large	here
strike	sane	bathe	quite

I must be in my seat before the clock  
is **quite** ready to **strike** nine.

I must make good **use** of my time.

I **bathe** every night. That is one way  
to keep well.

I **shine** my shoes every day. They are  
not very **large**.

Do you like a **sane** Fourth of July?

Spell the words having the sound of long *a*.

Spell the words having the sound of long *i*.

## LESSON 5

bless	class	bluff	shall
cross	glass	stuff	small

When very short words end in **s**,  
Or **f**, or **l**, and also **z**,  
We double each,—**full**, **muff** and **mess**,—  
You'll not forget this now, I guess.

I cut my finger on a piece of **glass**.  
Would you not look **cross**?

Oh, mama, may we watch you **stuff**  
the chicken?

Grandma says she went to a **small** white  
schoolhouse on the **bluff**. There were two boys  
and three girls in her **class**.

Shall we ask God to **bless** all little children?

Yes, dear, they are all our little brothers  
and sisters.

LESSON 6

sleep	sweet	door	feed
sheep	street	floor	bleed

We must **feed** the **sheep** before they **sleep**.  
They like the **sweet** grass that grows along  
the side of the **street**.

"I shut my finger in the **door**," said  
Ralph.

"Did it **bleed**?" asked Ruth.

"Yes, and a drop fell on mama's clean  
**floor**."

What old friend do we meet in this list of spelling  
words? Spell each word that this friend helps to make.

LESSON 7

goose	spell	school	mass
loose	still	wheel	dress

Roy rides his **wheel** to **school**.

We pass a yard where there is a white  
**goose**. It does not like my red **dress**. But  
I am not afraid. It can not get **loose**. It  
could do me no harm if it were **loose**.

I can **spell** every word on this page. I  
keep my lips very **still** when I study.

Did you see the **mass** of red and yellow  
leaves in our yard?

## LESSON 8

three	stiff	poor	sweep
deep	green	brook	spoon

Where did you find those **stiff green** flags?

I found **three** of them growing near the **brook**.

Is the **brook** **deep**?

No, in dry weather the **poor** little birds must hunt somewhere else for a drink.

I **sweep** the **floor** for mama.

Baby can eat with a **spoon**.

## LESSON 9



black	witch	catch	bunch
crack	ditch	match	lunch

Did you see the picture of the **witch**?  
The **black** cat was looking at the **witch**.  
Did she **catch** the cat?

Many children **crack** nuts on Hallowe'en. They **catch** apples with their teeth. Sometimes the apples hang by strings. Sometimes they float in a tub. Have you ever tried to **catch** one?

Can you strike a **match** and light the jack-o'-lantern? Father has a large **bunch** of **matches**.

## LESSON 10

spend	shirt	hatch	stick
lend	skirt	latch	trick

No one loves to play a **trick** better than Jack Frost. He will pull your ears and pinch your toes, to be sure. But he will paint pretty pictures for you on every window pane. Sometimes he frosts the door **latch**. Then be sure you do not put your finger on it. If you do, I'm afraid your poor little finger will **stick** fast to it.

Some cold morning Joe will put on his heavy **shirt**, and Maud will wear her winter **skirt**. They will **spend** much time on their skates.

The little chicks that were **hatched** so late in the summer must stay in the warm coop. If they come out, Jack Frost may get after them!

## LESSON 11

think	march	brick	cheek
drink	church	bring	chest

The Puritans made their own houses. Do you **think** they were of **brick**? No, the men had to chop down trees and build the houses of logs.

Could they **drink** water from the ocean? No, the ocean water is salt. The boys had to **bring** water in pails from little streams of fresh water.

The Puritans loved God. Every Sunday they would **march** to **church**, two by two.

Each family had a **chest** for its belongings. Very often these brave people were lonely for dear old England. Do you **think** they could always keep the tears from rolling down their **cheeks**?





1. Have the children construct oral sentences from this picture.
2. Those having the best ones will write them on the board.
3. Teacher will select several of these for dictation later in the day.

## LESSON 12

thing	grand	lack	cloth
string	grind	track	with

The Puritan girls would cut apples into quarters and run long **strings** through them. These were hung up near the fireplace to dry.

They used these dried apples in winter for sauce and for pies. The mothers would **grind** corn for hasty pudding. They would make **cloth** for the children's dresses.

There was no **lack** of work for both big and little people in those days. When the **track** of a young deer was seen, the boys were off **with** their guns at once. If they succeeded in bringing it home, the family had a **grand** dinner.

Pray, all ye little children,  
Every noon and night,  
Almighty God to bring again  
Calm peace and holy light  
Ever to bless our sight.

Look at the first letter of each line of this verse.  
What do they spell?

### LESSON 13

stand	quick	plant	blind
start	block	front	branch

I **start** to school at one P. M.

I live just one **block** from school.

I can **stand** on my **front** steps and see the schoolhouse.

If I am **quick** in my number work, and learn my other lessons well, I may go to grandma's for Christmas. Grandma lives in a big white house with green **blinds**. She always has a **plant** or two in bloom. There will be a large **branch** of holly in the **front** window.

## LESSON 14



cost	spring	storm	horse
corn	strong	stock	since

We are going to grandma's for Christmas!  
Grandpa will meet us with his best **horse** and the **spring** wagon. If there is a snow-**storm**, he will bring his **strong** sleigh. The sleigh has been painted **since** I was there. Grandpa may let me help feed the **stock**. The **corn** does not **cost** him money. It grows on the farm. Did you ever see a big field of **corn**?

**Tell all about your first visit to a farm.**

LESSON 15

wink	fresh	short	thank
watch	north	both	rush

GRACE: Do you feel that **fresh** wind from the **north**?

ROY: Yes, and we must **both** have our coats. I shall **rush** back home for them if you will **watch** my books.

GRACE: Well, Roy, you must have magic boots. You went as "quick as a **wink**." **Thank** you for my coat.

ROY: You are very welcome, Grace. Now we must run to school. The bell will ring in a **short** time.

LESSON 16

next	sled	curl	child
went	war	porch	clerk

FRANK: John just **went** by with his new **sled**. He had a little **child** on the sled. She had golden **curls**.

GRACE: That was John's sister. I saw her standing on the front **porch**. She is six years old. **Next** month she will start to school.

FRANK: Last evening the **clerk** in our store told me a long **war** story. He read it in a history.

"I wish you a happy New Year, mamma,  
 I am sure new things are nice,  
 And this one comes with a merry face  
 And plenty of snow and ice.

"Pray, where do the Old Years go, mamma,  
 When their work is over and done?  
 Does someone tuck them away to sleep,  
 Quite out of the sight of the sun?"

—Sangster

## II

Diphthongs: Two vowels combined into a third sound,—

oi

au

ou

oy

aw

ow

## LESSON 17

soil

join

toy

loud

noise

boy

hour

cloud

The happy little **boy** makes a **loud noise** with his **toy** drum. He plays it for an **hour** at a time. Then he makes a **cloud** of dust as he runs down the street to **join** the other **boys**. Will his mama scold if he **soils** his suit?

## LESSON 18

cause	straw	round	found
sauce	claw	sound	pound

I **found** six **sound**, **round** eggs in some **straw** under the barn. I had to **claw** them out with a long pole. Aunt Nell is going to use them for pudding. She will make **sauce** for the pudding. We had a **pound** of maple sugar yesterday. It is better than candy. Candy was once the **cause** of my sickness.

## LESSON 19

south	house	brown	drown
mouth	mouse	crown	clown

We once found a **mouse** in our little **brown house**, down **south**. It had sharp teeth in its **mouth**. Father said he would have to **drown** it.

Ray always wants to be king in our games so he can wear a **crown**. Ralph likes to be the **clown**. He says so many funny things.

Do you know what day this is, children? It is Monday, and a very busy day for your little mother. Every dress you have is dirty and must be washed to-day. Be nice quiet children and the work will soon be done.



Tuesday is another busy day. For the clothes that were washed so sweet and clean on Monday must be ironed to-day. My babies are so good. They ask no questions and make no noise. So I can work fast and soon have their clean dresses to put on.

I always bake on Wednesday. There are cookies in the oven this minute, and I have a cake and some pies almost ready to put in. When one has a family the pantry must never be bare.



Thursday is visiting day. I have invited a dear little friend to have lunch with us. I serve some of the good things I baked on Wednesday. Sue says she never tasted such good cookies. She wants me to tell her how to make them.



We always sweep,  
dust and give the  
house a good airing  
on Friday. Good  
housekeepers must  
have everything look-  
ing neat and tidy.



Saturday there is  
always mending to  
be done. The chil-  
dren keep their ma-  
ma's needle pretty  
busy. It is a pleas-  
ure to sew for such  
sweet little ones,  
though.

Sunday is the day of rest. We put on our best clothes and go to church, no matter what the weather. My children never whisper in church.



Sunday      Monday      Tuesday      Wednesday  
Thursday      Friday      Saturday

We must learn to spell the names of the days of the week, because we need them every day. We get their names from the people who lived in the north. **Sunday** and **Monday** are named for the sun and the moon. **Friday** was named for the goddess of love, and **Thursday** for the god of storm. These names are easy to spell, and few children make mistakes when writing them. But **Saturday** is a hard word for some. It is named for the god of the harvest. **Tuesday** has a

silent **e**, and so many children misspell it. **Wednesday** is the hardest of all to spell, because it has two silent letters,—**d** and **e**. **Tuesday** was named for the war-god, and **Wednesday** was given the name of the god of the sky.



How many words does this picture make us wish to spell?  
What statements can we write about it?  
What questions may we ask about it?

### III

Words of more than one syllable have an accent; that is, one of the syllables is pro-

nounced with greater force than the rest of the word, as in

**sun** set                      to **day**

In words of two syllables the accent is usually on the first syllable.

### LESSON 20



aft er  
al ways

ber ry  
blan ket

birth day  
blos som

both er  
bot tom

### LESSON 21

bug gy  
broth er

care less  
care ful

break fast  
bus y

car pet  
car ry

Can you tell a strawberry **blossom** when you see it? **Brother** is **busy** out in the field to-day.

After **breakfast** I shall take mother to town in the **buggy**. She wants to get a **carpet** for her room and a **blanket** for my bed. Mother **always** bakes me a cake on my **birthday**. She says it is no **bother** at all.

Last **birthday** I found a silver dollar down in the very **bottom** of my pocket. Papa put it there because I had been such a **careful** boy of late. He said I had done no **careless** work at school. I must **carry** some of my best papers to grandma this vacation.

Note to the teacher: Call attention to accent. This will help cultivate a feeling of rhythm and appreciation of poetry later on.

### LESSON 22

can dy	cor ner	cel lar	dan ger
cab in	cot ton	crack er	du ty

### LESSON 23

an y	dar ling	cli mate	ev er
cook y	cir cus	for est	e ven

Abraham Lincoln lived in a log **cabin** in the **forest**. The family was often in **danger**

from the Indians. Abe thought it his **duty** to help his father by working in the field or **forest** all day. Do you think he **ever** had



**any** money to spend for **candy**? No, many times he would have been glad to have a **cooky** or a **cracker**. He **even** had to work his problems at night on an old fire shovel, with a piece of burned wood. But under those shabby clothes was a big, honest, tender soul that trusted in God.

### LESSON 24

din ner	draw er	fa ther	fol low
dol lar	dust y	farm er	flow er

## LESSON 25

gar den	har vest	for ward	al most
gal lon	hand y	fun ny	o pen

FLOY: **F**ather bought some big red apples from a **f**armer to-day. He put them in a dark **c**orner of the **c**ellar. Come over after **d**inner and I'll ask **f**ather to **o**pen the barrel.

HELEN: I'll be there as soon as I weed my **f**lower **g**arden. It is so dry and **d**usty! Last night I put **a**lmost a **g**allon of water on each plant. Little brother does such **f**unny things! He pulls up one plant every day to see if the root is growing.

FLOY: How **f**unny! He is a little **d**arling, though.

HELEN: Are you going to the **c**ircus next week?

FLOY: Yes, I have saved a **d**ollar. I thought it would come in **h**andy. Shall you wear your best dress?

HELEN: No, my pink **c**otton dress was washed to-day and put in the **d**rawer. I shall wear that.

## LESSON 26

hap pen	har ness	hun gry	jol ly
hap py	hol low	hur ry	la zy

## LESSON 27

kitch en	lem on	let ter	mas ter
kit ten	les son	lum ber	mit ten

After the **harvest** the Puritans appointed a day for giving thanks.

**“Forward, march! Follow your leader!”**

I am so **happy** when father **happens** to let me **harness** the horse. Father is a kind **master** to all his dumb animals.

My **lazy** little **kitten** sleeps most of the time under the **kitchen** stove. It comes in a **hurry** when it is **hungry**.

Ask your mother if you may come over and play on our **lumber** pile after school. It is **jolly** fun. I had all of my **lessons** to-day so I may have an extra large slice of **lemon** pie when I get home. You may help me eat it.

How many syllables in each spelling word?

Where is the accent?





Young Washington, surveyor

Betsy Ross made the first American flag.  
George Washington asked her to make it.

### LESSON 28

mer ry	moth er	mon ey	on ward
morn ing	nev er	man y	o ver

### LESSON 29

ba by	ci ty	or ange	num ber
bas ket	par ty	oth er	sil ver

We had a **merry** time this **morning**. Baby Bess is to have a birthday **party**, and I am helping **mother** prepare for it. I **never** had so much fun! **Mother** sent me **over** to the store for a **basket** of fruit. I bought **many**

**oranges**, plums and **other** kinds of fruit. A **number** of **babies** are coming to the **party**. Aunt Nell is coming from the **city** of Boston. She is going to give Bess a **silver** spoon with her name on the handle. Grandma will send her some **money**.

**Onward** and upward are good watchwords.

### LESSON 30

pa per	par lor	pic nic	pock et
par ent	pen cil	pan try	pres ent

### LESSON 31

pret ty	pit y	si lent	pic ture
prom ise	po ny	rab bit	pump kin

When George Washington was small, his **parents** made him a **present** of a **pretty** red hatchet.

Can you take a **paper** and **pencil** and draw a picture of the hatchet?

George once rode a pet **pony** of his mother's. It became frightened, dashed its head against a stone wall, and died. He meant only to train the colt. What a pity he did not ask his mother first!

I have money in my **pocket**. Father gave it to me to buy a little white **rabbit**.

When Katie is through dusting the **parlor**

-she will get us each a piece of **pumpkin** pie.  
Our **pantry** is always full of good things on  
Saturday. If it were summer we might have  
a **picnic** in the yard.

## LESSON 32

riv er	roll er	rub ber	sev en
rob in	room er	run ner	sis ter

## LESSON 33

sor ry	ti ny	twen ty	sleep y
sto ry	teach er	tru ly	la dy

SUE: While **sister** and I were out on our  
**roller** skates we saw a **robin** fly toward  
the **river**.

DOT: Last summer there were **seven** **tiny**  
baby **robins** in a nest, up in one of our  
trees.

SUE: We have a **lady roomer**. She used to  
be a **teacher**. She told us a **story** about  
some **robins** last night. I'm sorry you did  
not hear it. Come over about **twenty**  
minutes after **seven** this evening and I'll  
ask her to tell you.

DOT: Will you, **truly**? I'll bring little **sister**  
if she is not too **sleepy**.

SUE: Are you a good **runner**? Let us have  
a race.

## GRADE THREE

31

DOT: Wait until I take off my **rubbers**.

One for the money,

Two for the show,

Three to make ready,

And four to **go!**

### LESSON 34

un der

to ward

sum mer

out ward

up per

tur key

sup per

un cle

### LESSON 35

ver y

wag on

win ter

eve ry

vis it

wa ter

won der

yel low

**Every summer** I go to **visit Uncle Ben**. His farm is near a lake. We go out on the **water** in a canoe. We row **under** a little bridge and often go to the **upper** part of the lake. It makes one **very** hungry to be on the **water**. We are always glad of our **supper** when we return.

**Every winter Uncle** sends us a big **turkey**. I **wonder** if those **yellow** chicks have grown into big hens. What good rides we had in the farm **wagon!**

Arrange the spelling words on this page in an alphabetical list.

Where is the accent in each word?



## APRIL'S WAY

"March rode forth with his sword and drum,  
And he called to the flowers, 'Arise! Arise!'  
But the violet answered with meek, shut eyes,  
'Coax us a little and we will come!'

"But he could not coax,—he could only chide,  
And no bud will bloom at a harsh command;  
He beat his drum till he shook the land,  
And the pale little flowers did naught but hide.

"Lovingly calling, name by name,  
April tripped thro' the meadows bare;  
'Windflower! Violet! Snowdrop fair!'  
She coaxed them a little and so they came."

## IV

## LESSON 36

to day	your self	her self	it self
un til	my self	him self	our selves

## LESSON 37

o' clock	a bove	a lone	a part
a way	a cross	a long	a side

Mother is going **away to-day**. She will stay **until** five **o'clock** to-morrow afternoon.

John went **across** a bridge and then **along** the stream for a mile. He went **alone**.

'Will you step **aside**, please?

He took the watch **apart** and found the spring broken.

The kite is flying even **above** the church spire.

She sang **herself** to sleep.

I hurt **myself** a few days ago.

You **yourself** said so.

We **ourselves** were to blame for not having our lesson.

He has only **himself** to blame.

The gift in **itself** was of no great value.

## LESSON 38

re cess	mis take	be side	be fore
re turn	be cause	be hind	be gin

Did you correct the **mistake** on your paper, John?

When we **return** from recess we shall **begin** the new story.

The boys must walk **behind** the girls to-day, **because** the girls were ready first.

Jack may walk **beside** Joe.

Do not **return** **before** the bell rings.

## V

## SILENT LETTERS

w l k b u i t e gh o

Review all words containing silent letters.  
Have oral and written reviews.

## LESSON 39

wrap	whole	knock	talk
write	oft en	knot	walk

## LESSON 40

throw	knife	friend	win dow
know	knight	guard	climb

## LESSON 41

a ble	fa ble	whis tle	un cle
ta ble	ap ple	lit tle	peo ple

Hanover, N. H., May 29, 1915.

Dear Amy:

**Uncle** is here—dear jolly **Uncle** Jack, and I've not been **able** to **write** any letters since he came.

We take a little walk every day and **often climb** to the top of the hill east of our house. You **know** where that is. Some **people** say it is a **whole** mile up there, but it seems as if one might **throw** a pebble from my **window** to it.

We sit at the **table** after each meal and **talk** for the longest time. Then **Uncle** will **whistle** and say, "I can't leave without an **apple**, Jess. Please hand me a fruit **knife**."

Uncle began telling a **fable** last evening. It was about a brave **knight**. He wore a **wrap** lined with ermine. When he blew his bugle, all the children rushed out to see him pass. Just then there was a **knock** at our



door. It proved to be an old **friend** who has been a **guard** on the bridge for years. Please **write** me a letter soon.

Yours lovingly,

Jess.

### LESSON 42

ea = ē

meal	mean	near	fear
meat	neat	read	dear

### LESSON 43

ear	clear	reach	each
hear	year	teach	east

I **fear** you are eating too much **meat**, **dear**.

I **mean** to make some gruel out of this corn **meal**.

Does your **ear** feel better, James? You may sit **near** the front where you can **hear** better.

Let **each** child try to **read** in **clear** tones.

You may erase the **east** board, May. If you can not **reach** easily, stand on a little chair.

Some children come to school the whole **year** without being absent or tardy. It is a joy to **teach** such children.

## LESSON 44

eat	heat	bean	beach
feast	seat	beat	leave

## LESSON 45

lean	lead	dream	bead
leaf	easy	clean	please
	cream	stream	

York Beach, Maine, July 5, 1915.

Dear Jess:

Your letter was very welcome. It must be delightful to live near the hills. Is it **easy** to climb to the top?

We always **leave** for the **beach** as soon as school closes. On cold stormy days the big logs in the cottage fireplace furnish plenty of heat. On such days I sit on the window **seat** with a good book in one hand and something to **eat** in the other. We had a regular **feast** for supper yesterday. Baked **beans** and brown bread! No one can **beat** our **clean** **neat** Mandy when it comes to cooking.

Sincerely yours,

Amy.

The trees along the **stream** have lost every **leaf**.

The strong winds make them **lean** southward.

Will you **please lead** little sister home, while I stop for some **cream**?

### LESSON 46

ea = ě

dead	dread	bread	pleas ant
head	breast	read	read y

### LESSON 47

ea = ur

ea = a

earn	learn	break	great
earth	ear ly	steak	yea

**Pleasant** weather is here to stay. The flowers are almost **ready** to push their **heads** up through the **earth**. The **dead** leaves must be raked off. It is none too **early** for Robin **Redbreast**. We must **break** some **bread** crumbs for him.

I **dread** the thought of war. Men who are truly **great** do not wish to kill. God wants us to **learn** to live in peace with one another.

How many books have you **read** this year?

What have you ever done to **earn** money?

Where does **beefsteak** come from?

In my **dream** I thought my **beads** were in a **knot**.

I am not used to hearing the word **yea**. It means **yes, truly, it is so**.

### LESSON 48

oa=ō

oak	oat	road	boat
oar	load	roar	board

### LESSON 49

ai=ā

nail	tail	pain	rain
pail	sail	paint	raise

As I walked down the **road** with my **pail** of water I heard the wind **roar** through the **oak** trees. If it does not blow up a **rain**, it will be a fine day for a **sail**. The **boat** has had a new coat of **paint** and a **nail** in every **board** where it was needed.

Let us see if we can **raise** a party and start at once. We call ten a good **load**.

Paul and Kate enjoy rowing better, but one of their **oars** is broken, so they must come with us.

A dog never wags its **tail** when in **pain**.  
Have you ever seen a large field of **oats**?  
Tell just how it looked.



“Keep your heart a-singing,  
Others hear the song;  
And your cheerful music  
Helps the world along.”

LESSON 50

fail	mail	rail
train	a fraid	wait

LESSON 51

ou = u'

touch	coun try	young
rough	cous in	e nough

I spend my summers in the **country**. I have a **young cousin** there and we never **fail** to have a good time. Every morning we go to the village for the **mail**. Sometimes the **train** is late and we have a long **wait**. But there is always **enough** to interest us. We often listen for a ringing or buzzing noise through the **rails**. When we hear that, we know the **train** is very near and will soon be seen coming around the curve.

While indoors, of evenings, I'm **afraid** we get too noisy and **rough** to please grown folks. Uncle sent us to bed one evening for punishment. He does not **touch** us, but his punishment always hurts worse than a whipping.

How many words of two syllables in this lesson?

What words have the accent on the first syllable?

What words have the accent on the second syllable?

## VI

## SOME TROUBLESOME WORDS

## LESSON 52

ight=īte

right	light	bright	flight
night	sight	fright	de light

## LESSON 53

air	stair	hair	field
fair	pair	a gain	piece

What a pretty **sight** to see the birds take their **flight** through the **air**. We know they will come back **again** at the **right** time.

One **fair** day while in the hay **field** I had a **fright**. It proved to be only a **pair** of pet rabbits running after a **piece** of paper.

It is a **delight** to sit by a **bright** fire-**light** on a cold rainy **night**.

There stands little Bob on the **stair** brushing his **hair**.

An **old**, but ever **interesting** game:

MAY: I'm thinking of a word that rhymes with **sight**.

ROY: Is it l-i-g-h-t, **light**?

MAY: No, it is not l-i-g-h-t, **light**.

ELSIE: Is it b-r-i-g-h-t, **bright**?

MAY: No, it is not b-r-i-g-h-t, **bright**.

TOM: Is it r-i-g-h-t, **right**?

MAY: Yes, it is r-i-g-h-t, **right**.

Then Tom gives a word, etc.

### LESSON 54

fruit	bury	blue	once
build	laugh	shoe	four

### LESSON 55

where	two	minute	lose
which	only	sew	love
sure	aunt	woman	women

My **aunt** is teaching me to **sew**. I'm **sure** you would laugh at my first **piece**. It was a **blue** dress for my small doll. She wore it **only once**. I have made her **two** pink ones and **four** white ones since then. But I do not mean to **lose** the little **blue** dress. I wish to keep it until I grow to be a **woman**. **Women** **love** to look at things **which** were made by their own baby fingers.



## VII

## LESSON 56

**Compare ...**

fore { The squirrel has **four** legs.  
four { He uses his two **fore** legs for hands.

to {  
too { **Two** oranges are **too** many **to** eat at  
two { one time.

fare { I earned my car **fare**, but if it is a  
fair { **fair** day I shall walk.

their {  
there { **Their** mittens hang **there** on the hook.

here { Can you **hear** well sitting back **here**  
hear { in the corner?  
I can see and **hear** very well from **here**.

pare { I have on a new **pair** of mittens.  
pair { Will you please **pare** my apple?

## LESSON 57

no { I **know** of **no** one to ask.  
know { **No** one seems to **know** his lesson.

right { I hold my pen in my **right** hand  
 write { when I **write**.  
 { I must **write** my story at the **right** time.

rap { The woman I saw **rap** at your door  
 wrap { wore a long black **wrap**.

sale { The ship that is for **sale** will soon  
 sail { **sail** out on the bay.

pail { That little girl in the **pale** blue dress  
 pale { goes every morning for a **pail** of  
 { water.

to { I wish **to** go with the **two** boys, **too**.  
 too { Do not take **two** apples.  
 two { **Too** much candy is not good for you.  
 { May I go **to** the store **to** buy **two** tops?  
 { Yes, if it is not **too** late.

Note to the teacher: Have the children construct sentences similar to those in Lessons 56 and 57.

## LESSON 58

ear { We **hear** with the **ear**.  
 hear { }

her { **Where** is **her** hat?  
 here { **Here** is **her** hat.  
 where { **Her** hat is **there**.  
 there { }

he	{	<b>He</b> is a good boy.
they		<b>They</b> are good boys.
their		<b>They</b> learn <b>their</b> lessons.
		Where are <b>their</b> books?
		There are <b>their</b> books on the table.

**They** and **their** refer to people.

**Here** and **there** refer to places.

Can you find the word *ear* in *hear*?

Can you find *her* in *here, there and where*?



**Write a story about this picture.**

**Have you ever been fishing?**

**Make word lists of the objects in this picture.**

VIII

REVIEWS IN WORD BUILDING

I

Add *s*

To nouns:

apple              bean              breakfast, etc.

To verbs:

awake              bathe              happen, etc.

2

Add *es*

To nouns:

beach              branch              ditch, etc.

To verbs:

bless              catch              reach, etc.

3

Change *y* to *i* and add *es*

In nouns:

baby              berry              duty, etc.

In verbs:

bury              carry              try, etc.

## 4

What is the difference between  
**this** and **these?**                      **that** and **those?**  
**man** and **men?**                      **woman** and **women?**  
**child** and **children?**

## 5

Add *ful* (=fall) to

care            fright            hand            pan            spoon, etc.

## 6

Add *ness* to

blind            kind            mean            stiff            white, etc.

## 7

Add *ing* to

boil            earn            grind            lead            sew, etc.

## 8

Review the rule for silent *e* before *ing*  
 (First Book, page 97)

Then add *ing* to

dance            lose            shake            use            whistle, etc.

## 9

Add *er* and *est* to each of these words:

cool            fond            nice            rich            young, etc.

## 10

Add *ly* to

bright            dear            fair            great            loose, etc.

## IX

## DICTATION FOR REVIEWS

## I

Dear Fred:

We are going to have a sane and safe Fourth of July in our town, but let me tell you, we boys will have some fun anyway. I want you to come to spend the day and night with us.

This is what we plan to do. You know I have a fine tent in the side yard near the barn. Three or four of my friends are coming over in the afternoon, and we are going to have a show. It will be a circus and a picnic in one, for our mothers have promised a fine lunch, and we shall make a gallon of ice-cream and a gallon of lemonade. How does that strike you? I don't think there will be much left over. Jim Clark knows a lot of tricks, so he will be the clown. The boys can all ride their ponies, and I'll be the ringmaster. We shall have races and jumping matches, and father says we may box if we keep cool and play the game. You box pretty well, don't you?

In the evening father will help us with the fireworks and, best of all, will give us a talk about George Washington and the story of our flag. Don't you think that will be a good way to spend the day? Hurrah for the Fourth!

Be sure to come. The boys all join me in saying so.

Your friend and playmate,  
Joe.

2

Dear Tom:

I cut the knot with my new knife. You know my Uncle John brought it from New York for my birthday present. It is very sharp. I like a sharp knife, don't you? I will let you use it sometime.

Your chum,  
Fred.

3

Monday morning.

Dear Mother:

When the big bell rang, we ran into the schoolhouse and went up to our room. The lesson in reading was on page twenty. It was a good story of Alfred the Great.

We had to learn to spell five words:

**truly, which, children, teacher and many.** They are not very easy, but we must learn to spell words that are used so often. Then the bell rang for recess and we had a fine game of ball.

This is the hour for our writing lesson, and so I am writing this letter to you.

Your loving son,

Lawrence.

4

My dear Miss Bell:

Kindly excuse Mary's tardiness. Mr. Smith returned from a long trip this morning, and we all met him at the train.

Very truly,

Anna M. Smith.

June first, 1915.

5

Dear Joe:

Father will take you and me to the ball game if your mother will let you go. The game comes off to-day at three o'clock. Do ask her to let you go. We'll have lots of fun.

In haste,

Tom Jones.



## 6

Wake, my dearest, wake!

The sun is shining bright,  
The silver moon of night  
Has faded in the light,  
And day has come at last.

Wake, my dearest, wake!

The stars that gleamed and shone  
Before the day have gone,  
The sun comes rushing on,  
And sleepy-time has past,—  
So wake, my darling, wake!

## 7

Dear Mary:

Can you come to my party next Saturday?  
Mama will call up your mother and ask her  
if your sister and you may come. **Please  
come!**

With love,

Alice.

Thursday morning.

P. S. We shall play some new games and  
have ice-cream and cake and candy.

## 8

Dear Judith:

We leave the city at ten this morning for my mother's old home in the country. I am so happy, but I wish you were going with us. My grandmother makes the nicest cookies, and always keeps a jar of them on the pantry shelf so we may help ourselves.

Please give my love and a good-by to your mother and dear little sister. I shall write you a long letter in a day or two.

With love,

Jessie Wright.

May 30, 1915.

## 9

There is a little house near the forest. It is made of logs. It stands by the brook. The warm sun shines upon it. Birds sing in the trees. Some bushes and flowers grow along the brook. The water is clear and cool. I like to wade in it when the days of summer come. I make little boats and float them in the stream. It is a very pretty place, and I like to go there at all times of the year.

## 10

Sleep, my baby, sleep;  
Thy father is watching the sheep;  
Thy mother is shaking the dreamland tree  
And down falls a little dream on thee;  
Sleep, my little one, sleep.

## 11

Dear Jennie:

Papa came home last night, and what do you think? He gave mama a new car! Our old car was too small to take our friends in, but the new one is a big car. It holds seven, and as papa, mama, Fred and I are only four, you see we can always have room for others.

Papa told me that I could take some one with me when we go for a ride in the parks, and as your brother and you are our best friends, I hope you can both go often.

Are you having a pleasant visit in the country? It is very foggy here and it was so dark in the class room that we had to light the gas. All join me in sending love to you and your mother.

Your loving friend,

Lulu.

September 8, 1915.

12

The tiny bells are ringing low,  
 Sleep, darling, sleep;  
 The flowers are nodding to and fro,  
 Sleep, darling, sleep.  
 Hush! the trees are bending near,  
 Rest, baby, rest;  
 They will watch and guard thee, dear,  
 Rest, baby, rest.

13

Review the abbreviations studied in Grade II.

<b>A. M.</b> means <b>before noon.</b>	<b>P. M.</b> means <b>after noon.</b>
<b>P. O.</b> means <b>post-office.</b>	<b>U. S.</b> means <b>United</b>
<b>No.</b> means <b>number.</b>	<b>States.</b>
<b>in.</b> means <b>inch.</b>	<b>doz.</b> means <b>dozen.</b>
<b>yd.</b> means <b>yard.</b>	<b>ft.</b> means <b>foot.</b>
<b>ct.</b> means <b>cent.</b>	<b>lb.</b> means <b>pound.</b>

**ALPHABETICAL GRADE LIST**

able	because	breakfast	chest
above	before	breast	child
across	begin	brick	church
afraid	behind	bright	circus
after	berry	bring	city
again	beside	brook	class
air	birthday	brother	claw
almost	black	brown	clean
alone	blanket	buggy	clear
along	bleed	build	clerk
always	bless	bunch	climate
any	blind	bury	climb
apart	block	busy	cloth
apple	blossom	cabin	cloud
aside	blue	candy	clown
aunt	bluff	careful	cooky
away	board	careless	corn
baby	boat	carpet	corner
basket	both	carry	cost
bathe	bother	catch	cotton
beach	bottom	cause	country
bead	branch	cellar	cousin
bean	bread	chase	crack
beat	break	cheek	cracker

cream	early	forward	harvest
cross	earn	found	haste
crown	earth	four	hatch
curl	east	fresh	head
dance	easy	friend	hear
danger	eat	fright	heat
darling	enough	front	here
dead	even	fruit	herself
dear	ever	funny	himself
deep	every	gallon	hollow
delight	fable	garden	horse
dinner	fail	glass	hour
ditch	fair	goose	house
dollar	farmer	grand	hungry
door	father	grape	hurry
drawer	fear	grate	itself
dread	feast	grave	join
dream	feed	great	jolly
dress	field	green	kitchen
drink	five	grind	kitten
drive	flight	guard	knife
drown	floor	hair	knight
dusty	flower	handy	knock
duty	follow	happen	knot
each	fore	happy	know
ear	forest	harness	lack

lady	match	o'clock	piece
large	meal	often	pity
latch	mean	once	place
laugh	meat	only	plant
lazy	merry	onward	pleasant
lead	minute	open	please
leaf	mistake	orange	pocket
lean	mitten	other	pony
learn	money	ourselves	poor
leave	morning	outward	porch
lemon	mother	over	pound
lend	mouse	pail	present
lesson	mouth	pain	pretty
letter	myself	paint	price
light	nail	pair	promise
little	near	pantry	pumpkin
load	neat	paper	quick
loose	never	pare	quite
loud	next	parent	rabbit
lumber	night	parlor	rail
lunch	noise	party	rain
mail	north	paste	raise
many	number	pencil	reach
march	oak	people	read
mass	oar	picnic	ready
master	oat	picture	recess

return	shoe	steak	teacher
right	short	stick	thank
river	sight	stiff	their
road	silent	still	there
roar	silver	stock	thing
robin	since	store	think
roller	sister	storm	three
roomer	skate	story	throw
rough	skirt	stove	tiny
round	sled	straw	to-day
rubber	sleep	stream	touch
runner	sleepy	street	toward
rush	small	strike	track
sail	snake	string	train
sane	soil	strong	trick
sauce	sorry	stuff	truly
school	sound	summer	turkey
seat	south	supper	twenty
seven	spell	sure	twice
sew	spend	sweep	two
shade	spoon	sweet	uncle
shake	spring	table	under
shall	stair	tail	until
sheep	stand	talk	upper
shine	start	taste	use
shirt	state	teach	very



visit	water	whole	wonder
wade	went	window	wrap
wagon	wheel	wink	write
wait	where	winter	yea
walk	which	witch	year
war	while	with	yellow
waste	whistle	woman	young
watch	white	women	yourself

### PROPER NAMES

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

### COMPOUND WORDS

Note to the teacher: The words below are only a part of the total number the children can form. They have, however, by investigation been shown to form part of the writing vocabulary of later years.

afternoon	around	childhood
ahead	asleep	cupboard
another	awake	door-step
anyhow	beforehand	evergreen
anyone	blackboard	everlasting
anything	bluebird	everyone
anyway	bluejay	everything
anywhere	bowstring	everywhere

## GRADE THREE

61

forenoon	notwithstanding	sidewalk
forever	oatmeal	sightseeing
freshman	outdoor	somehow
good-night	outnumber	someone
grandchild	outskirts	something
grandfather	overalls	somewhat
grandma	overdo	somewhere
grandmother	overflow	sunshine
grandpa	overhear	Thanksgiving
grandparent	overjoyed	therefore
headway	overlook	to-night
hereafter	overtake	undershirt
horseback	overturn	understand
household	payable	undertake
housekeeping	pineapple	useless
housework	plaything	whatever
however	pocketbook	whenever
insure	popcorn	whereby
landlady	railroad	wherever
moonlight	railway	whoever
near-by	rowboat	within
newspaper	schoolhouse	without
nothing	sideboard	



# **EVERY-DAY SPELLER**

**GRADE FOUR**



I

LESSON 1

lick	itch	match	patch
slick	pitch	hatch	scratch

Dogs **lick** their sores to heal them.

You **pitch** well, Fred.

Mother, this **patch** will **match**.

See the mother hen **scratch** for worms.

The robin will **hatch** the tiny blue eggs.

How my hands **itch**! Those mosquitoes do bite.

LESSON 2

duck	fowl	scold	limp
smooth	growl	world	chirp

The **duck** is a **fowl** that can swim.

Spring is here. I heard a robin **chirp**.

The **world** is very large and nearly round.

You **limp**, Rover. Have you hurt your paw?

Do not **scold**, brother. I will help you.

Why does a rooster always have his feathers so **smooth**?

Because he carries his comb with him.

Write five words beginning with *ba*. Use your dictionary if you wish.

## LESSON 3

ninth	sharp	dash	worth
hitch	peep	marsh	month

The **ninth month** of the year is the first **month** of school.

The player made a **dash** for goal.

**Hitch** the pony to the cart, Fred, and let us have a ride.

Take care, the knife is **sharp**.

Let us go to the **marsh**. We may find a turtle.

The little buds **peep** forth.

Abraham Lincoln was a man of **worth**.

## REVIEW FROM LESSONS 1-3

Arrange in alphabetical order:

limp	growl	fowl	hitch
world	slick	patch	itch
marsh	peep	dash	smooth

## LESSON 4



Here is a family of squirrels: the father, the mother, and three little ones. They live in a hollow in the middle of the tree. They have smooth coats of a soft brown color.

The father has been out in the woods to gather food for his family. Now he is returning with his favorite acorns for the little ones.

**Write a story suggested by this picture.**



odd	colt	soft	fifth
cord	cost	shoot	mask

A kind boy will not **shoot** birds.

How strong the **colt** is, and how **soft** its coat!

Which is the **fifth** month?

How much did your **mask** **cost**?

This is an **odd** mitten.

The bundle was tied with a **cord**.

Write five or more words beginning with **ce**. Use your dictionary if you wish.

## LESSON 5

peek	wolf	trap	third
thick	worm	strap	knee

It is not fair to **peek**.

The boy who cried, "**Wolf!**" set a **trap** for himself.

I can not find my book **strap**.

The butterfly was once a **thick** green **worm**.

The **third** month is the first one of spring.

Can you touch the ground without bending the **knee**?

LESSON 6

shelf	coat	cheer	steer
clock	gloom	deer	peer

"Now in the falling of the **gloom**,  
The red fire paints the empty room."

"That load becomes light when it is borne  
with **cheer**."

"Among his fellows he was **peer**."—*Thackeray*.  
The **clock** on the **shelf** says, "Cuck-oo."  
Can you **steer** a boat?  
The **deer** must beware of the hunter.

REVIEW FROM LESSONS 4-6

Arrange alphabetically:

knee	mask	worm
strap	deer	gloom
cheer	peer	trap

Write five or more words beginning with *di*.

## LESSON 7

March	grass	shell	sob
May	press	owl	son

**March** and **May** are spring months.

Then the **grass** is fresh and green.

Mother gave me a **shell** purse.

Do not **sob**, **May**; mother will get you a new doll.

**Press** the button, and the door will open.

The **owl** sleeps all day, and hoots at night.

There is Mr. Brown with his **son**.

## LESSON 8

blood	arm	first	bark
flood	charm	plow	born

Where were you **born**?

Let us **flood** the lot, boys, and have a skating pond.

The farmer begins to **plow** early.

The Indians made canoes of birch **bark**.

You **charm** me with your music.

The heart pumps the **blood** through the body.

## LESSON 9

blame	plate	lone	grade
frame	slate	stone	trade

When mother was a little girl in **first grade** she used a **slate** instead of paper and pencil. She still has it and would not **trade** it for anything. When she was **alone** she would enjoy herself drawing pictures on it. The **slate** is a dark gray color like **stone**, and it has a pretty red **frame**.

Mother has a **plate** also that she had when she was a little girl.

## REVIEW FROM LESSONS 7-9

Arrange alphabetically:

slate	arm	trade	plate
lone	grass	blame	frame

Write five or more words beginning with *fo*.

## LESSON 10



shore	change	pave	scare
score	strange	save	ware

If the weather does not **change**, mother will take us to the sea **shore**. We shall each carry a pail of blue **ware**. We shall **save** all the pretty **stones** we find. Let us see who will find the most. Bob will keep **score**. We might use our **stones** to **pave** a pathway in the doll's garden. If we are very quiet we shall not **scare** the fish. Some of them have **strange** round heads.

## LESSON 11

prince	space	bridge	slide
mince	scarce	judge	pride

Once there was a wonderful **crane** owned by a **prince**. It was the **prince's pride**. How beautiful it was with its long bill, **shapely** neck, and long legs!

One day while wading in the water the **crane** heard a little boy crying. The child wished to cross the lake, but found the **bridge** broken. Said the **wise crane**, "If you climb upon my back and hold **close** to my neck, I will carry you across this **space**." **Scarce** had they reached the opposite side when the **crane** said, "Now **slide** from my back and run home." You can **judge** how happy the boy was.

## LESSON 12

wise	close	crane	clothe
slice	hose	shape	smoke

See the **smoke** coming from our chimney. Mother is baking **mince** pie. Now for a nice big **slice**.

Get the **hose**, Fred. We must sprinkle the garden.

## REVIEW FROM LESSONS 10-12

Arrange alphabetically:

shape	pave	wise	hose
prince	ware	judge	strange
clothe	bridge	mince	change

Write five or more words beginning with *ha*.

## LESSON 13

edge	glove	purse	twelve
else	sleeve	fence	June

Where did I put my **glove**? I thought I put it into my **purse** or **else** into my **sleeve**. Oh, there it is, hanging on the **edge** of the **fence**.

There are **twelve** months in the year. **June** is the month of roses.

## LESSON 14

chance	serve	choose	tribe
charge	have	loose	age

Hurrah! We **have** a **chance** to see the circus. Mother says John and I may **choose** between that and an automobile ride. Of course we **choose** the circus. We want to see

the Indians from the Igorot **tribe**. We read that they **serve** sweet potatoes in wooden bowls. A **charge** of twenty-five cents is made to admit boys of our **age** to a circus.

---

Put the **loose** change in your purse, or you may **lose** it.



Describe this picture of Lincoln's Monument.  
Tell what you know of this great man.  
Write five or more words beginning with *je*.



## REVIEW

Make couplets of the words that rhyme:

deer	scratch	match	lone
cheer	hatch	patch	stone
change	owl	trap	slide
strange	growl	strap	pride
grade	shore	pave	blame
trade	score	save	frame

See the robin chirp in glee,  
All around the old oak tree.

Warm weather is coming,  
And bees will be humming.

## II

## WORDS OF TWO SYLLABLES

## LESSON 15

a corn	al so	an gry	A pril
ac tion	an ger	ar row	aw ful

A fairy hid in an **acorn** cup one **April** day.  
The **arrow** has a tip of flint.  
The storm was **awful**.  
Do a kind **action** every day.

LESSON 16

bar rel	bod y	bob sled	bash ful
ban dage	bri dle	bot tle	base ment

Grandfather sent us a **barrel** of apples from the country.

We keep them in the **basement** and help ourselves when we choose.

Fred made a fine new **bobsled**.

Mary received a cut-glass **bottle** for her dresser.

The doctor said he would take off the **bandage**.

Our baby is very **bashful**.

Her doll needs a new **body**.

Write five or more words beginning with *bi*.  
Write the following from memory:

"There are bridges on the rivers  
As pretty as you please;  
But the bow that bridges heaven  
And overtops the trees,  
And builds a road from earth to sky  
Is prettier far than these."

## LESSON 17

buck le	bun dle	but ton	cap ture
bul let	burg lar	but ter	cat tle

**Cattle** like to eat fresh grass.

The burglar was **captured**.

He could not escape because he had been hit with a **bullet**.

That is a pretty **buckle** on your coat, Rose, but you have lost a **button**.

"Would you know how first he met her?"

She was cutting bread and **butter**."

Write five or more words beginning with *lo*.

## LESSON 18

cart ridge	chap ter	cher ry	chim ney
catch er	cheer ful	chick en	cof fee

**Cherry** trees have pink blossoms.

Use a blank **cartridge** in your toy gun.

Boys and girls should not drink **coffee**.

The baseball **catcher** wears a mask.

Read a **chapter** in the book you like best.

We all love a **cheerful** child.

What a tall **chimney** that house has!

The tiny **chicken** has just come out of its shell.

## LESSON 19

col lie	com mon	cov er	cur rant
col or	cop y	cru el	cus tard

My **collie** won a prize at the dog show.  
We had **currant** jelly and **custard** pudding  
for lunch.

It is **cruel** to shoot a bird.

The sunflower is a **common** flower.

I am going to make a **cover** for my new  
book. It will be of leather and will be a  
pretty green **color**.

Take the **bridle** off the horse.

**Copy** the poem now.

**Write five or more words beginning with mo.**

## LESSON 20

dark ness	doc tor	drag on	en gine
dirt y	doz en	emp ty	en ter

We buy eggs by the **dozen**.

The nest is **empty**; the birds have flown to the South.

We must pay our fare as we **enter** the car.

An owl sees well in the **darkness**.

We read a story in school to-day about a **dragon** that breathed fire from his nostrils and destroyed the homes of the people.

Our faces must never be **dirty** in school.

The train is coming, mother. I can see the **engine**.

LESSON 21

e qual	fash ion	fif teen	fig ure
fa vor	fas ten	fif ty	fin ger

**Fifty** and **fifteen** **equal** sixty-five.

**Fasten** the door-latch.

The first **finger** is called the index **finger**.

Little Robert can write each **figure** very well.

The **fashion** changes very often.

"Fortune **favors** the bold."

Write five or more words beginning with *ni*.

LESSON 22

fin ish	for ty	gath er	gloom y
fool ish	fur nish	gen tle	gov ern

Clever children never do **foolish** things.

There are **forty** children in our schoolroom.

When we **finish** the doll-house, we shall **furnish** it.

When the clouds **gather**, the sky grows **gloomy**.

Let us always be **gentle**.

We must **govern** ourselves, if we would **govern** others.



Write the names of the things you see in the picture.  
Write as many words as you can beginning with *pa*.

### LESSON 23

gra vy	ham mer	hatch et	in jure
gro cer	han dle	hon ey	in sect

The bee is an **insect** that gathers **honey** from the flowers, but does not **injure** them.

My knife has a pearl **handle**.

Fred's tool-chest has a **hammer** and a **hatchet** in it.

Our **grocer** has a new electric machine for grinding coffee.

Mother makes good **gravy**.



**Write a story suggested by this picture.  
Write as many words as you can beginning with *qu*.**

**Write from memory the following:**

“Keep a guard on your words, my darlings,  
For words are wonderful things;  
They are sweet like the bee’s fresh honey,  
Like the bees they have terrible stings;  
Keep them back if they’re cold and cruel,  
Under bar and lock and seal,  
For the wounds they make, my darlings,  
Are always slow to heal.”



## LESSON 24

hun dred	la bor	lan tern	let tuce
jel ly	lad der	law yer	li on

Jack made a **lantern** out of a pumpkin.

**Lettuce** is good food.

One **hundred** cents make one dollar.

May likes **jelly** on her bread.

John wishes to be a **lawyer** when he is a man.

The **lion** is called the king of beasts.

Fetch the **ladder**, so we can pick some cherries.

## LESSON 25

lone some	mar ble	mar ry	mat tress
mad am	mar ket	mat ter	mem ber

We are very **lonesome** when mother is away.

The house has a **marble** stairway.

Cinderella did **marry** the prince.

A good **mattress** is made of hair.

Do you wish to be waited upon, **madam**?

Of what school are you a **member**?

It does not **matter** at which **market** you buy.

Write as many words as you can beginning with **ra**.

## LESSON 26

mid dle	mur der	mus lin	nar row
mon key	mu sic	nap kin	na tive

It is fun to watch the **monkeys** at the park.

They are **natives** of Africa.

We eat luncheon in the **middle** of the day.

To **murder** means to kill.

The **napkin** must have a very **narrow** hem.

Mother bought some new **muslin** pillow-slips.

## LESSON 27

ne gro	nine ty	no tice	of fer
nick el	no ble	ov en	of fice

The **negro** is a native of Africa.

A **nickel** is equal to five cents.

**Ninety** is ten less than one hundred.

Read the **notice** in the **office**.

Our new gas stove has an **oven** on top.

"Do **noble** things, not dream them all day long."

Write as many words as you can beginning with **se**.



Write a story suggested by this picture.

### LESSON 28

or chard	or gan	pad dle	pan ther
or der	pack age	pal ace	pas ture

Let us go into the **orchard** and pick apples.

Our church has a new **organ**.

Can you **paddle** a canoe?

Please send my **order** of groceries at once.

The **package** is heavy.

Cinderella went to the **palace**.

A **panther** is a fierce animal.

The cows are in the **pasture** eating.

Write all words you can beginning with **to**.

## LESSON 29

pave ment	pen ny	pick le	play er
pay ment	per son	pitch er	pow der

A cent is sometimes called a **penny**.

The street **pavement** is very smooth.

Father made the last **payment** on our house yesterday.

Fred is the best **player** on the baseball nine. He is the **pitcher**.

Mother is going to **pickle** some peaches.

What kind of tooth-**powder** do you use?

To be a **person** of honor, one must always be truthful.

## LESSON 30

post age	pray er	pun ish	quar rel
post al	pro gram	pu pil	quar ter

Be sure to pay the **postage** on the bundle.

I received fifteen **postal** cards on my birthday.

I must not forget my evening **prayer**.

A **quarter** of a dollar equals twenty-five cents.

I like to have a **program** when I go to a play.

## LESSON 31

ques tion	re al	rob ber	ros y
qui et	rib bon	roost er	sad dle

The **rooster** crows at break of day.

The western clouds look **rosy** when the sun is setting.

The river looked like a **ribbon** shining in the moonlight.

The **robber** wore a mask.

If the children will be **real quiet**, Miss May will tell a story.

Father bought Fred a new **saddle** for his pony.

Robert answered every **question** correctly.



Write a story suggested by this picture.

Write all the words you can beginning with *sa*.

### LESSON 32

sec ond

set tle

six teen

splen did

serv ice

show er

six ty

squir rel

May is **sixteen** years old to-day.

The **squirrel** will eat from my hand.

What a **splendid** tail he has!

The April **shower** will **settle** the dust.

A **second** is a very short space of time.

It takes **sixty seconds** to make one minute.

We shall attend Thanksgiving **service**.



Write the names of objects you see in this picture.

### LESSON 33

tick et	ic y	tun nel	wal nut
thir ty	trav el	tur tle	won der

Robert and his father are going to **travel**. They must buy their **tickets** before leaving. They will see **wonderful** forests with oak, beech and **walnut** trees. They may see mountains with **icy** tops. They will pass through a long dark **tunnel**. They will be gone **thirty** days.

A **turtle** **travels** slowly.



Write a story suggested by this picture.

### LESSON 34

a while	be tween	en tire	ex pect
a mong	di vide	ex cuse	ex press

"Blessed art thou **among** women."

They stood **awhile** to watch the children.

I must **excuse** what can not be mended.

My words **express** my thoughts.

I **expect** you to obey.

We shall read the **entire** story to-morrow.

Make a list of words in these sentences that have the accent on the first syllable.

Make a list of those accented on the second.



## LESSON 35

re cess	sin cere	sur prise	un less
re ply	sup pose	un hitch	them selves

It is splendid to have a **sincere** friend.  
Always send a written **reply** to a written invitation.

We shall go into the garden at **recess**.

I **suppose** father will **surprise** mother with a gift on her birthday.

**Unhitch** your pony, Fred, and bring him to the porch for a lump of sugar.

The boys planned their baseball suits **themselves**.

**Unless** the weather changes we shall have a sail on the lake.

What words in these sentences are accented on the second syllable?

Write all the words you can beginning with *wo*.

LESSON 36

hel lo	in vite	ma chine	po lice
in deed	Ju ly	per haps	re cite

Rose will have a birthday party in **July**.

She will **invite** her friends.

Each guest will **recite** the poem she likes best.

**Perhaps** her father will entertain with his moving picture **machine**.

Many pictures show the **police** doing brave deeds.

**Indeed**, all will have a most pleasant time.

Baby can say, "**Hello**."

**Make two lists of words of two syllables according to the accent.**

## III

## WORDS OF THREE SYLLABLES

## LESSON 37

ad di tion

pi a no

e lev en

ad ven ture

con duct or

re mem ber

I love to hear grandfather tell of his **adventures**. He can **remember** many that fill us with surprise.

Father told May that he would give her a **piano** when she was **eleven** years old.

Our **conductor** led us through all the rooms of the palace. In **addition** he showed us the beautiful gardens.

## LESSON 38

fa vor ite

cran ber ry

ed u cate

fam i ly

gro cer y

gen tle man

What is your **favorite** story book?

Our **family** has six members.

**Cranberry** sauce is good with turkey.

Go to the **grocery** store with this order.

**Educate** the people to preserve peace.

A **gentleman** must be noble and courteous.

LESSON 39

ba na na	dif fer ence	fac to ry
po ta to	dif fer ent	lem on ade

Fred likes a **banana** to eat when he comes home from school.

Mother always serves **potato** for dinner.

There is a **difference** in being simply 'good, and in being good for something.

There are many **different** flags, but we love our own Star Spangled Banner best.

The boys had a **lemonade** stand and made money.

**Which trisyllables in these sentences are accented on the second syllable?**

"What is it to be a gentleman? It is to be honest, to be gentle, to be generous, to be brave, to be wise, and, possessing all these qualities, to exercise them in the most graceful outward manner."—*Thackeray*.

**Write all the words you can beginning with ye.**

## LESSON 40

en gi neer

gov ern ment

in jur y

fur ni ture

gov ern or

beau ti ful

John Roebling, a great **engineer**, built the wonderful Brooklyn Suspension Bridge.

The **furniture** had a familiar look to the wanderer.

The United States **government** is called a republic because it is controlled by the people.

The **governor** is the chief ruler in the state.

Do no **injury** to the caterpillar; some day it will be a **beautiful** butterfly.

Make a list of monosyllables in Lesson 40.

Make a list of the dissyllables in Lesson 40, and indicate the accent.

Do the same with the trisyllables.

Write all the words you can beginning with *ze*, *zi* and *zo*.

## LESSON 41

dec o rate	no bod y	an i mal	pres i dent
mem o ry	of fi cer	com pa ny	med i cine

The **officer** and his **company** were very kind to the wounded soldiers.

On Memorial Day we **decorate** the soldiers' graves; **nobody** who was a soldier is forgotten.

If you commit to **memory** the beautiful sayings in this book, your mind will be a storehouse of beautiful thoughts.

The **animal**, the beaver, is a skilful carpenter, sometimes building a two-story house four feet high.

Since 1863 the **President** has appointed a Thanksgiving Day in November.

"The only **medicine** for the woes of mankind is wisdom."—*Huxley*.

**Make a list of the compound words in this lesson.**

**Make a list of the trisyllables and indicate their accent.**

## LESSON 42

sev er al	to mor row	yes ter day
va ca tion	to geth er	won der ful

**Yesterday** father planned a **vacation** for us, **together** with **several** of our friends. We are to leave **to-morrow** to see the **wonderful** Niagara Falls. We shall have many pleasant surprises, I am sure.

## LESSON 43

Feb ru a ry	A mer i ca	me mo ri al
A mer i can	ed u ca tion	some bod y

In **February** we honor the birthday of a great **American**, George Washington. He was born in **America** and had a fine **education**. There is a **memorial** to him in Washington, the Washington Monument, which is the highest monument in the world.

Open the door. **Somebody** rang the bell.

Make lists of words in Lessons 42 and 43 according to length and accent.

# LESSON 44

kin der gar ten

Jan u a ry

an y bod y

dec o ra tion

fa vor a ble

syl la ble

We have a **kindergarten** in our school. There are many **decorations** to interest the little children. It is hard for the little ones to attend during **January**, as the weather is not **favorable**.

We use many words of one **syllable**.

## REVIEW

How many words can be made from each of the following:

splendid	cartridge	cranberry	kindergarten
furniture	custard	gentleman	president
together	hatchet	wonderful	government
basement	conductor	seventeen	American

Example: splendid—lend, spend, end, did, pen.



## IV

## LESSON 45

A **digraph** is a combination of two letters to express one sound.

What sound has *ai* in these words?

jail	maid	paid	plain
waist	rain y	rai sin	sail or

What sound has *ai* in *chair*?

Use your dictionary to find other words with *ai* sounding like *ā*.

## LESSON 46

What sound has *ea* in

cheap	cheat	deal	pea
peace	peach	tea	team
tease	speak	rea son	

What sound has *ea* in

feath er	leath er	weath er
pleas ure	heav y	

What sound has *ea* in

bear	pear	tear	wear
------	------	------	------

What sound has *ea* in *heart*?

Add to each list as many words as you can.

LESSON 47

What is the sound of *oa* in

loaf                      roast                      throat

What is the sound of *oe* in

toe                      ca noe

What is the sound of *oi* in

nois y                      point                      poi son

Add to each of these lists all the words you can.

LESSON 48

Notice that in each word of this lesson two vowels are sounded together as though they were only one. They are called diphthongs.

Au gust                      naugh ty                      au to mo bile  
daugh ter                      sau cer                      cur tain

Use your dictionary to find more words with *au* and *ai* as diphthongs.

What words in Lesson 47 contain diphthongs?

## LESSON 49

What sound has *ou* in

count	mount	a bout
hound	shout	moun tain
mound	sour	thou sand

What sound has *ou* in

fourth	course	four teen
--------	--------	-----------

What sound has *ou* in

coup le	doub le	troub le
---------	---------	----------

What sound has *ou* in

ought	thought
-------	---------

What sound has *ou* in *through*?

Add to each of these lists what words you can.

## LESSON 50

What letters are silent in each of these words?

an swer	comb	daugh ter	light ning
beau ty	half	hon est	mid night
calf	high	hon or	eve ry bod y
lis ten	toe	hymn	though
pig eon	oh	de pot	thought
writ er	guess	ought	through
	wreck	suit	

Compare the spelling and pronunciation of

sure ar	sure ly	o cean
---------	---------	--------

# LESSON 51

I before e

Except after c,

Or when sounded like a,

As in **neighbor** and **weigh**.

How many different sounds has *ie* in this lesson?

chief	die	tie	neck tie	fierce
piece	lie	pie	be lieve	hand ker chief

How many different sounds has *ei* in this lesson?

eight	freight	eight een	ei ther
sleigh	eight y	neigh bor	re ceive

Divide the words of this lesson into lists that have the same sound and same order for the *i* and *e*.

Add to the lists such other words as you can.

## V

## REVIEW EXERCISES

### I

### RULES

#### i

Silent **e** final is dropped before a suffix beginning with a vowel; for example,

<b>-ed</b>	loved	blamed	moved	etc.
<b>-ing</b>	loving	blaming	moving	etc.
<b>-able</b>	lovable	blamable	movable	etc.

## ii

Silent **e** final is kept if the suffix begins with a consonant; for example,

<b>-ly</b>	surely	entirely	sincerely (truly)
<b>-ful</b>	useful	peaceful	hateful
<b>-less</b>	hopeless	careless	blameless
<b>-ness</b>	soreness	likeness	strangeness
<b>-ment</b>	movement	pavement	basement

## iii

Final **y** preceded by a consonant is changed to **i** unless the suffix begins with **i**; for example,

<b>-ed</b>	buried	hurried	worried
<b>-ing</b>	burying	hurrying	worrying
<b>-able</b>	pitiable		
<b>-ly</b>	merrily	hungrily	
<b>-ful</b>	beautiful	pitiful	
<b>-less</b>	pitiless		
<b>-ness</b>	emptiness	heaviness	naughtiness
<b>-es</b>	families	memories	replies
<b>-er</b>	dirtier	icier	
<b>-est</b>	dirtiest	iciest	

2

VERBS

i

The verbs double the final consonant before **ed** and **ing**; as **bat, battled, batting.**

bed	drop	hum	nap	pop	sip	spot	trim
beg	fan	jam	nod	rap	skin	step	trip
bud	fit	jar	pad	rip	skip	stop	trot
chop	grab	jog	pat	rob	slap	tag	wag
clip	grin	map	peg	rub	slip	tan	whip
club	grip	mar	pet	ship	snap	tap	wrap
dip	hop	mob	pin	shop	sob	tip	
drag	hug	mop	plan	sin	sop	trap	

ii

These verbs have their past like their present; as **cut, cut, cutting; cast, cast, casting.**

hit hurt let put shed shut spit wet

iii

These verbs are called irregular. Spell the forms given for each.

Note to the teacher: This exercise may be used as far as wished. As far as it is used, have the children write sentences using the words.

keep, kept, kept, keeping

sleep, slept, slept, sleeping

sweep, swept, swept, sweeping  
pay, paid, paid, paying  
say, said, said, saying  
get, got, got, getting  
forget, forgot, forgot, forgetting  
bend, bent, bent, bending  
send, sent, sent, sending  
spend, spent, spent, spending  
bleed, bled, bled, bleeding  
feed, fed, fed, feeding  
lead, led, led, leading  
wake, woke, waked, waking  
awake, awoke, awaked, awaking  
speak, spoke, spoken, speaking  
break, broke, broken, breaking  
can, could  
will, would  
drive, drove, driven, driving  
ride, rode, ridden, riding  
write, wrote, written, writing  
bite, bit, bitten, biting  
tear, tore, torn, tearing  
wear, wore, worn, wearing  
come, came, come, coming  
become, became, become, becoming  
bind, bound, bound, binding

find, found, found, finding  
 grind, ground, ground, grinding  
 wind, wound, wound, winding  
 sell, sold, sold, selling  
 tell, told, told, telling  
 ring, rang, rung, ringing  
 sing, sang, sung, singing  
 spring, sprang, sprung, springing  
 drink, drank, drunk, drinking  
 sink, sank, sunk, sinking  
 swim, swam, swum, swimming  
 stick, stuck, stuck, sticking  
 strike, struck, struck, striking  
 shake, shook, shaken, shaking  
 take, took, taken, taking  
 blow, blew, blown, blowing  
 grow, grew, grown, growing  
 fly, flew, flown, flying  
 know, knew, known, knowing  
 throw, threw, thrown, throwing  
 bring, brought, brought, bringing  
 think, thought, thought, thinking  
 teach, taught, taught, teaching  
 seek, sought, sought, seeking  
 hide, hid, hidden, hiding  
 slide, slid, slid, sliding



be, is, are, was, were, been, being  
bear, bore, borne, bearing  
beat, beat, beaten, beating  
begin, began, begun, beginning  
build, built, built, building  
buy, bought, bought, buying  
catch, caught, caught, catching  
choose, chose, chosen, choosing  
dig, dug, dug, digging  
do, does, did, done, doing  
draw, drew, drawn, drawing  
eat, ate, eaten, eating  
fall, fell, fallen, falling  
feel, felt, felt, feeling  
give, gave, given, giving  
go, went, gone, going  
hang, hung, hung, hanging  
have, has, had, having  
hold, held, held, holding  
lay, laid, laid, laying  
lie, lay, lain, lying  
leave, left, left, leaving  
lose, lost, lost, losing  
make, made, made, making  
may, might  
mean, meant, meant, meaning

meet, met, met, meeting  
 rise, rose, risen, rising  
 run, ran, run, running  
 see, saw, seen, seeing  
 shine, shone, shone, shining  
 show, showed, shown, showing  
 sit, sat, sat, sitting  
 stand, stood, stood, standing  
 spin, spun, spun, spinning  
 win, won, won, winning

3

ADJECTIVES

An adjective is a word that describes a person or object:

The **big** dog is here. The boy is **large** for his age.

The apple is **sweet**, but the orange is **sour**.

A **kind** word should be spoken whenever needed.

Bessie likes her **rag** doll better than the **china** one.

I like the **red** ribbon more than I do the **blue**.

## EVERY-DAY SPELLER

When we see two apples we may say:

"This apple is **larger** than that."

When we see three apples we may say:

"This apple is the **largest**."

In this way we **compare** the apples in size.

## i

**Most adjectives are compared by adding -er and -est; as *sweet, sweeter, sweetest; kind, kinder, kindest.***

**Compare these adjectives in that way:**

black	dull	grave	mild	rich	soft
blue	fair	great	near	rough	sour
bright	fast	hard	neat	safe	stiff
cheap	fierce	high	nice	slow	still
clean	fine	large	old	small	strong
clear	fond	light	pale	smooth	warm
close	full	long	poor	sane	white
cold	gay	loud	quick	sharp	wild
dear	grand	mean			

## ii

**Double the final consonant and compare:**

big, fat, flat, hot, mad, red, sad, thin, wet

## iii

**Change final y to i and compare:**

busy	dusty	easy	happy	pretty	tiny
dry	early	handy	merry	sleepy	

iv

Some adjectives, like some verbs, are "irregular." Study these until you can compare them and spell the different forms:

good,	better,	best	little,	less,	least
bad,	worse,	worst	far,	farther,	farthest

4

Review these words, giving sentences to show the use of each.

be	—bee	hymn	—him	red	—read
buy	—by	hour	—our	road	—rode
blue	—blew	know	—no	sail	—sale
cent	—sent	lead	—led	sew	—so
deer	—dear	maid	—made	their	—there
flour	—flower	pale	—pail	threw	—through
grate	—great	peace	—piece	waist	—waste
hear	—here	rap	—wrap	write	—right
pear	—pair—pare			two	—too—to

5

In ordinary writing it is not considered good form to use figures except for larger numbers. This makes it necessary that every one should be able to spell the common numbers. Beside each number below, except the first two, is placed a derived word. Notice just how these derived words, which we call *ordinals*, are made from the numbers.

one	—first	five	—fifth
two	—second	six	—sixth
three	—third	seven	—seventh
four	—fourth	eight	—eighth

nine	—ninth	twenty	—twentieth
ten	—tenth	twenty-one	—twenty-first
eleven	—eleventh	thirty	—thirtieth
twelve	—twelfth	thirty-one	—thirty-first
thirteen	—thirteenth	forty	—fortieth
fourteen	—fourteenth	fifty	—fiftieth
fifteen	—fifteenth	sixty	—sixtieth
sixteen	—sixteenth	seventy	—seventieth
seventeen	—seventeenth	eighty	—eightieth
eighteen	—eighteenth	ninety	—ninetieth
nineteen	—nineteenth	hundred	—hundredth
thousand—thousandth			

## 6

**Review these words with double vowels:**

cheer	engineer	sleeve	rooster
deer	coffee	blood	foolish
peer	knee	flood	gloom
steer	indeed	shoot	gloomy
cheerful	peek	smooth	between
choose			

**What vowels seem to be doubled most often?**

## 7

**Review these words with double consonants:**

addition	syllable	ribbon	darkness
ladder	coffee	robber	express

middle	difference	bottle	grass
odd	different	butter	guess
paddle	offer	button	press
saddle	office	cattle	unless
bullet	officer	lettuce	arrow
collie	common	matter	barrel
hello	hammer	mattress	cherry
jelly	penny	settle	cranberry
shell	tunnel	suppose	currant
marry	narrow	squirrel	worry
	quarrel	to-morrow	

8

TRoublesome Endings

i

Many words of over one syllable end in *er*. There are just enough in *ar* and *or* to confuse us unless we study them carefully. Compare these words with those in *er* in the vocabulary for this year and last.

burglar	color	governor
sugar	conductor	labor
cellar	doctor	neighbor
dollar	favor	sailor

## ii

Very accurate pronunciation may help to distinguish the endings studied in the lesson above, but some endings can not be distinguished in pronunciation. It may help to study these words, mispronouncing them a little to yourself to account for the difference in their spelling, but you should never mispronounce them aloud:

organ	chicken	muslin	button
woman	dozen	napkin	common
	eleven	raisin	dragon
	fasten	cabin	person
	listen	robin	pigeon

## iii

These two groups of words, in *el* and *le*, have the last syllable always pronounced the same. But to change the two letters around would change the appearance of the word greatly. You will avoid such a mistake by looking closely at the words until you have a picture of them "in your mind."

barrel	bottle
nickel	bridle
quarrel	buckle
squirrel	bundle
travel	cattle
tunnel	couple

VI

READING AND DICTATION EXERCISES

I

My dear Miss Bell:

Will you kindly excuse my daughter Maud at three o'clock to-day? Her little cousin has a birthday party, and she lives so far away that we must leave the house at three thirty P. M.

With thanks for your kindness,

Sincerely,

Flora Ford.

Wednesday, February third.

2

Let us play school, Helen.

All right; let me be the teacher.

Then John and I will be the pupils.

What is your name?

My name is Mary Smith.

Where do you live, Mary?

I live in Park Avenue, number 26.

What is your father's name?

My father's name is John Smith.

How old are you, Mary?

I am ten years old.

When were you born?

May 3, 1905.



It is now October 9, 1915. Give your age in years, months and days.

I am ten years, five months and six days old.

What is your name, John?

My name is John Freeman Ford. I live at 267 Oak Street, and my father's name is Howard Ford.

That is well done, John. Now tell me your age.

I was born December 28, 1906, and I am now nine years, nine months and eleven days old.

3

Very well. Now we shall have our lesson.

John, you may draw the face of the clock on the blackboard. Mary, what kind of figures are used on the face of the clock?

The figures on the face of the clock are called Roman numerals, because the Romans used them.

You may make the Roman numerals we need for telling time by the clock.

I II III IV V VI VII VIII IX X XI  
XII

How many spaces are there on the face of the clock, John?

There are twelve spaces.

How long does it take the minute hand to go around the clock?

The minute hand goes entirely around the face of the clock in sixty minutes.

How far does the hour hand move in sixty minutes?

The hour hand moves from one figure to the next in one hour.

How long then does it take the hour hand to move entirely around the face of the clock?

Twelve hours. The hour hand moves from XII to XII between noon and midnight.

The day and night, each twelve hours long, make a day of twenty-four hours. In some countries people say, "Twenty-two o'clock," at ten o'clock at night.

What time is it?

It is nine o'clock.

How can you tell?

The hour hand is at nine and the minute hand is at twelve.

It is easy to tell the hours. How do you tell the half-hours?

The minute hand is at six at the half-hour.

How many minutes are there in one hour?

There are sixty minutes in one hour.

Children, you have recited your lesson very well, and I hope you have learned to tell the hours.

## 4

**TIME**

“What time is it?

Time to do well;

Time to live better;

Time to give up the grudge;

Answer that letter;

Speak that kind word to sweeten a sorrow;

Do that good deed you would leave till to-morrow.

What time is it?

Time to be earnest,

Laying up treasure;

Time to be thoughtful,

Choosing true pleasure;

Loving stern justice, of truth being fond—

Making your word just as good as your bond.”



**Write a story suggested by the picture.**

## 5

The year has three hundred and sixty-five days. Most of these days are, for children, called school days, but some of the days are holy days, or holidays.

The holidays are New Year's Day, Christmas, Washington's and Lincoln's birthdays, Decoration Day, Labor Day and Thanksgiving. On these days we do not go to school.

We have a week's vacation at Christmas time and a long vacation in July and August, when the days are long and very warm.

New Year's Day, January 1, is a day of good wishes. We wish joy and a Happy New Year to every one. We hope for ourselves that we shall be better, more noble, than in the year gone by.

Christmas is the children's favorite holiday, for then they receive pretty presents, gather around the brightly-lighted tree, and give the little presents they have made for father and mother, brother and sister. We say to all the world on Christmas Day, "Peace on earth, good will to men."

We honor Washington and Lincoln on their birthdays in the month of February, and on the thirtieth day of May we decorate the graves of the men who gave their lives for their country.

On Labor Day in September we must remember the men and women who nobly do the work of the world. On Thanksgiving Day in November we give thanks for the harvests and all our blessings.

This is the day when everybody goes to grandpa's, and all the family from babies to grandparents sit around the big table. Turkey and cranberries, fruit-cake and pumpkin pie, and

mince pie, and everything grandmother can think of that is good to eat, are on the table. Then we play the old games of "Blind Man's Buff" and "Who's got the button?" By and by mother plays on the piano while we all sing the songs grandmother loves. Then we go home happy and thankful for all the good friends we have and love.

6

60 seconds make one minute,  
60 minutes make one hour,  
24 hours make one day,  
7 days make one week,  
52 weeks make one year.

January	April	July	October
February	May	August	November
March	June	September	December

The year has four seasons in our climate.

The seasons are spring, summer, autumn, winter.

Each season has three months.

The spring months are March, April and May.

The summer months are June, July and August.

The autumn months are September, October and November.

The winter months are December, January and February.

7

There are twelve months in the year.

January is the first month . . . . . 31 days

February is the second month . . . . . 28 days

(February has 29 days in leap year)

March is the third month . . . . . 31 days

April is the fourth month . . . . . 30 days

May is the fifth month . . . . . 31 days

June is the sixth month . . . . . 30 days

July is the seventh month . . . . . 31 days

August is the eighth month . . . . . 31 days

September is the ninth month . . . . . 30 days

October is the tenth month . . . . . 31 days

November is the eleventh month . . . . . 30 days

December is the twelfth month . . . . . 31 days

365 days

Leap year has 366 days

If we had four weeks only in every month we would have but 48 weeks in a year. There are more than four weeks, or 28 days, in every month except February. So we have 52 weeks in the year.

“Thirty days hath September,  
April, June, and November;  
All the rest have thirty-one,  
Excepting February alone,  
Which hath but twenty-eight, in fine,  
Till leap year gives it twenty-nine.”

## 8

John and Fred said they would play store.  
Fred was the shop-keeper. He put several things on the table to sell. He had a box of sugar, a couple of cans of coffee, some crackers and some candy.

John bought one-half pound of coffee for fifteen cents, and a couple of sticks of candy for four cents.

Fred made out the bill, which was nineteen cents.

John gave him a quarter, and he gave in return one cent and a nickel.

Can you make out bills and give the right change?

Little Tommy Tucker sings for his supper;  
What shall he eat? White bread and butter.  
How shall he cut it without any knife?  
How shall he marry without any wife?



Little Jack Horner sat in a corner,  
Eating his Christmas pie;  
He stuck in his thumb and pulled out a plum,  
And said, "What a great boy am I!"

Simple Simon met a pie-man  
Going to the fair;  
Said Simple Simon to the pie-man,  
"Let me taste your ware."  
Said the pie-man to Simple Simon,  
"Show me first your penny;"  
Said Simple Simon to the pie-man,  
"Why, I haven't any."

## 9

5 cents=1 nickel.  
10 cents=1 dime.  
25 cents=1 quarter-dollar.  
50 cents=1 half-dollar.  
100 cents=1 dollar.

1 cent is one-hundredth of a dollar.  
5 cents is one-twentieth of a dollar.  
10 cents is one-tenth of a dollar.  
25 cents is one-fourth of a dollar.  
50 cents is one-half of a dollar.

## IO



*Drawn by Clarence Jones, a pupil of the Forestville School, Chicago*

**Write a list of words from objects in the picture.**

## II

When I. was a little boy in the first grade, I counted on my fingers. I knew I had five fingers on each hand, and that two fives made ten. Mother says that the reason we count by tens is because the first men counted with fingers and toes.

Now I am in the fourth grade and the work

is easy for me. I know that twelve equal a dozen, and a score is twenty. I can add and divide. I know that an object like an apple may be divided into halves, thirds, ninths, hundredths, or any number you may imagine. If you imagine the apple is cut into twenty parts, then each part is one twentieth.

If I have five cents and John has double what I have, then he has twice five cents, or ten cents.

## 12

Mother, may I have a nickel?

Why do you want a nickel, my son?

Oh, I must buy a new pencil; this one is not good.

Let me see it. All it needs is a sharper point.

All right! I shall get my knife and sharpen it, and save the nickel for another time.

That is the best way. Save the nickels and the dollars will take care of themselves.

13

**Good, better, best:**

Apples are **good**, oranges are **better**, and grapefruit is the **best** fruit of all.

Perhaps you think apples are **better** than oranges.

Yes, I do. Which fruit do you like the **best**?

I like peaches **best** of all.

**Much, more, most:**

Have you **much** candy in your box, Cousin Bell?

No, but I have **more** than you have.

Look in the box John has. He has the **most** because we have eaten some of ours.

**Bad, worse, worst:**

Do you think Tom is a **bad** boy?

Well, I do not think he is a good boy, but Fred is **worse** than Tom. Hal says Fred is the **worst** boy in school.

**Little, less, least:**

I have **little** money in my purse; you have **less**, and Tom has **least** of all.

**SOMEBODY'S MOTHER**

The woman was old and ragged and gray,  
And bent with the chill of the winter's day.

The street was wet with the recent snow,  
And the woman's feet were aged and slow.

She stood at the crossing and waited long,  
Alone, uncared-for, amid the throngs

Of human beings who passed her by,  
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,  
Glad in the freedom of school "let out,"

Came the boys like a flock of sheep,  
Hailing the snow piled white and deep.

Past the woman so old and gray  
Hastened the children on their way;

Nor offering a helping hand to her,  
So meek, so timid, afraid to stir,

Lest the carriage wheels or the horse's feet  
Should crowd her down in the slippery street.

At last came out of the merry troop  
The gayest laddie of all the group;

He paused beside her and whispered low,  
"I'll help you across if you wish to go."

Her aged hand on his strong young arm  
She placed, and so without hurt or harm,

He guided her trembling feet along,  
Proud that his own were firm and strong.

Then back again to his friends he went,  
His young heart happy and well content.

"She's somebody's mother, boys, you know,  
For all she's aged and poor and slow;

"And I hope some fellow will lend a hand  
To help my mother, you understand,

"If ever she's poor and old and gray,  
When her own dear boy is far away."

And "somebody's mother" bowed low her head,  
In her home that night, and the prayer she said

Was, "God, be kind to the noble boy,  
Who is somebody's son and pride and joy."

## 15

## RHYMES WRITTEN BY CHILDREN

**Night**— The moon is sailing in the sky,  
The night is very cool,  
The little stars are passing by,  
I see them in the pool.

**Rain**— The raindrops are falling,  
The thunder is calling,  
The lightning is flashing,  
The water is splashing.

## 16

Tuesday morning.

When I went into the schoolhouse this morning, I first took Mabel to the kindergarten and then went to my room. Miss White, our teacher, was there, and she said I might write the program for the day upon the black-board.

At nine o'clock Fred went to the piano and played *America*. The class rose and we sang the four verses. I like the first verse best:

My country! 'tis of thee,  
 Sweet land of liberty,  
 Of thee I sing.  
 Land where my fathers died,  
 Land of the pilgrim's pride,  
 From every mountain's side  
 Let freedom ring.

After the song Miss White read a chapter in Kipling's *Just-So Stories*, which are the funniest things I ever heard, and then we had our spelling lesson.

We must be able to write the song, *America*, by the end of the week. To-day we had the third verse. We certainly ought to know our national song.

John Reed.

17

### LOVE

The night has a thousand eyes,  
 And the day but one;  
 But the light of the whole world dies  
 With the dying sun.

The mind has a thousand eyes,  
 And the heart but one;  
 But the light of the whole life dies  
 When love is done.—*Francis Bourdillon.*



18

On the Farm,

June 20, 1915.

Dear Tom:

You know I wrote you that we were going to spend the summer vacation in the country. Well, here we are on the finest farm, and we are all so glad to be here. I wish I could live here always. When I grow up I shall be a farmer, for his work is the best work done. I know farmers work hard, but just think of the splendid air they breathe, and the room! My, it seems to me as if I wanted to scream as loud as I could just for the fun of hearing how far the sound would go.

This is grandpa's farm, and father has bought an orchard near by, so we are going to have all the apples we want next winter.

The barn is very large because there are about fifty cows and they need room. The milk is bottled in a little brick house where there is running water and then it is sent to the city for the babies. It is good milk with real cream on it!

Grandpa has a fine team for driving besides the horses he has for work, and we go

for long drives. I like to drive better than to go in an automobile, but some of the farmers have autos to ride in and auto plows for their fields.

The farm has many different fields and pastures and groves. In one of the groves is a pool, and we caught some trout there yesterday. There is a pasture for sheep and a pasture for cows. The horses, too, have their field.

It is such fun to be where you can use an ax, a hatchet, a hammer and a saw without troubling your own folks or the neighbors. We boys are making a play-house of old lumber, and perhaps we shall sleep out of doors. Ask your mother if you can't come out for a couple of weeks.

We go after the cows, watch the men milk and bottle the milk. Then we drive to the depot. We stop at the post-office for mail, and at the store to buy anything grandmother needs. We ride horseback, we fish and swim, we watch the men at work and do whatever they tell us.

And the good things to eat! Potatoes, lettuce, beets, peas, corn and beans raised in

the kitchen garden. Fruit from the trees, and jellies and pickles made by Aunt Jane herself. Pies of all kinds, and honey from the hives.

We are going to the circus next week. I'll write and tell you about it. Good-by.

Your friend,

Hal Brown.

19

Dear Bess:

We took the express train into the city this morning at eight o'clock. When the conductor took our tickets, he said the train was three minutes late because the engineer had to hold his train at the crossing until the through train passed by. Father says the service is very good on this road and that few persons are injured if they obey the laws.

At last the brakeman called, "Don't forget your packages and bundles!" and we were at the depot. We took the auto-bus to father's office. Mother and I are now going to shop for my school clothes.

Good-by for a week.

Your loving cousin,

Saturday morning,

Lenore.

June 6, 1915.

VII  
COMPOSITION EXERCISES

I

Write a letter describing Hal's visit to the circus, using as many as possible of the following words:

animal	trap	saddle	colt	duck
tame	feather	bridle	cattle	hound
fierce	leather	hitch	collie	insect
growl	strap	unhitch	crane	lion
chirp	buckle	chicken	pony	squirrel
wolf	dragon	calf	pigeon	turtle
	monkey		panther	

2

Write a story of adventure using these words:

adventure	tribe	marsh	native	bullet
cartridge	shore	shoot	Indian	launch
darkness	canoe	scare	forest	paddle
rowboat	peace	chief	powder	sailor
		arrow		

3

Write a description of your house using these words:

basement	saucer	grocery	shelf	oven
door-step	pantry	pitcher	plate	pare
furniture	bottle	chimney	roast	grocer
		curtain		

## 4

Use these words to describe the dress of some one:

nightgown	sleeve	fashion	waist	shoe
overcoat	muslin	feather	color	hose
handkerchief	ribbon	necktie	glove	comb
	clothe	wear	dress	

## 5

Write a theme on "The People around Us," using many of these words:

daughter	father	uncle	sir	grandparents
neighbors	mother	aunt	baby	grandchildren
friends	sister	maid	men	gentleman
family	women	marry	wife	friendship
darling	madam	home	lady	

## ALPHABETICAL GRADE LIST

about	animal	barrel	bobsled
acorn	answer	basement	body
action	arm	bashful	born
addition	arrow	bear	bottle
adventure	automobile	beautiful	bridge
age	awful	beauty	bridle
also	awhile	believe	buckle
among	banana	between	bullet
anger	bandage	blame	bundle
angry	bark	blood	burglar

butter	clothe	deal	engineer
button	coat	decorate	enter
calf	coffee	decoration	entire
canoe	collie	deer	equal
capture	color	depot	excuse
cartridge	colt	die	expect
cattle	comb	difference	express
catcher	common	different	factory
chair	company	dirty	family
chance	conductor	divide	fashion
change	copy	doctor	fasten
chapter	cord	double	favor
charge	cost	dozen	favorable
charm	count	dragon	favorite
cheap	couple	duck	feather
cheat	course	edge	fence
cheer	cover	educate	fierce
cheerful	cranberry	education	fifteen
cherry	crane	eight	fifth
chicken	cruel	eighteen	fifty
chief	currant	eighty	figure
chimney	curtain	either	finger
chirp	custard	eleven	finish
choose	darkness	else	first
clock	dash	empty	flood
close	daughter	engine	foolish

forty	handle	knee	mattress
fourteen	hatchet	labor	medicine
fourth	have	ladder	member
fowl	heart	lantern	memorial
frame	heavy	launch	memory
freight	hello	lawyer	middle
furnish	high	leather	mince
furniture	hitch	lemonade	monkey
gather	honest	lettuce	month
gentle	honey	lick	mound
gloom	honor	lie	mount
gloomy	hose	lightning	mountain
glove	hound	limp	murder
govern	hundred	lion	music
government	hymn	listen	muslin
governor	icy	loaf	napkin
grade	indeed	lone	narrow
grass	injure	machine	native
gravy	injury	madam	naughty
grocer	insect	maid	negro
grocery	invite	marble	neighbor
growl	itch	market	nickel
guess	jail	marry	nineteen
half	jelly	marsh	ninety
hammer	judge	mask	ninth
handkerchief	kindergarten	matter	noble

noisy	peach	powder	rooster
notice	pear	prayer	rosy
ocean	peek	president	saddle
odd	peep	press	sailor
offer	peer	pride	saucer
office	penny	prince	save
officer	perhaps	program	scarce
oh	person	punish	scare
orchard	piano	pupil	scold
order	pickle	purse	score
organ	pie	quarrel	scratch
ought	piece	quarter	second
oven	pigeon	question	serve
owl	pitch	quiet	service
package	pitcher	rainy	settle
paddle	plain	raisin	seventeen
paid	plate	real	seventy
palace	player	reason	several
panther	pleasure	receive	shape
pasture	plow	recess	sharp
patch	point	recite	shelf
pave	poison	remember	shell
pavement	police	reply	shoot
payment	postage	ribbon	shore
pea	postal	roast	shout
peace	potato	robber	shower



sincere	steer	though	unless
sixteen	stone	thought	vacation
sixty	strange	thousand	waist
slate	strap	throat	walnut
sleeve	sugar	through	ware
sleigh	suit	ticket	wear
slice	suppose	tie	weather
slick	surely	toe	wise
slide	surprise	together	wolf
smoke	syllable	to-morrow	wonder
smooth	tea	trade	wonderful
sob	team	trap	world
soft	tear	travel	worm
son	tease	tribe	worry
sour	themselves	trouble	worth
space	thick	tunnel	wreck
speak	third	turtle	writer
splendid	thirteen	twelve	yesterday
squirrel	thirty	unhitch	

**PROPER NAMES**

January	April	July	October	America
February	May	August	November	American
March	June	September	December	Indian

## GRADE FOUR

141

### COMPOUND WORDS

**Spell these compound words and make others.**

anybody	nobody	peanut	gentleman
everybody	somebody	necktie	midnight
	lonesome		



**SUGGESTIONS TO  
TEACHERS**



## SUGGESTIONS TO TEACHERS

THE SPELLING VOCABULARY—The *Every-Day Spellers* are based on an investigation relating, in the first place, to the spelling needs of adults in American life who are not engaged in strictly literary pursuits. The results of this investigation have been published in *The Child and His Spelling*, and it is there shown what words are used most frequently and what ones only occasionally by persons in various walks of life. Since this investigation was completed a number of investigators have published the data derived from similar studies, and there is remarkable agreement among them all respecting the words which are actually employed by American people to-day in their written expression. So, it is now possible to state quite definitely what words a pupil should learn in order that his spelling needs later on may be adequately met.

The *Every-Day Spellers* include a very large proportion of the words found by *any* investigator to be of service in the written vocabulary of various groups of adults. These words are arranged by grades according to the interests and needs of pupils as they progress through the school. The number of words, calculated on a dictionary basis, in the various grades is as follows:

	Proper Names	All Other Words
1st grade.....	..	215
2nd grade.....	..	375
3rd grade.....	7	393
4th grade.....	15	427
5th grade.....	1	582
6th grade.....	26	676
7th grade.....	25	417
8th grade.....	..	363
	<hr/> 74	<hr/> 3,448

When it was discovered what words carry the burden of written expression, a number of spelling books were examined to see if each included these particular words, and also if it admitted words which are rarely or never used by the great majority of people. It was found that in certain of these text-books there are from two to five thousand words which are never found in the written vocabulary of most persons. It was found, too, that a few commonly used are not found in some of the spelling books. It seems apparent that in most text-books in spelling the lists have been compiled without close reference to the actual needs of pupils; but in the *Every-Day Spellers* these actual needs have determined alike each day's spelling list and the entire list for the eight grades.

EFFECTIVE METHODS IN TEACHING SPELLING—The authors of *The Child and His Spelling*, already referred to, investigated not only the spelling vocabulary of adults, but they also studied the way in which children learn spelling, and the difficulties which they encounter in the mastery of particular words. Experiments were conducted on a group of children, and a

minute record was kept of the spelling history, so to speak, of every word which was taught them. It was found that they learned some words readily, but other words which from their appearance did not seem to be especially difficult were learned only after prolonged effort. In some cases, words that appeared to be learned would be forgotten, and pupils would revert to their incorrect spelling. It became apparent, as a result of this inquiry, that there are crucial parts of words which require special attention in learning to spell. Experiments were made to determine how pupils could be helped most effectively to master these spelling difficulties. A study of the methods employed in a number of spelling books showed that as a rule no special attention was given to the critical parts of words. All words were presented throughout on the assumption that no one part offered resistance to learning more than any other part. But in the *Every-Day Spellers* the pupil's eye is drawn to the crucial parts of words, and he is given exercises designed to impress them upon his mind, and give him a mastery of them.

PHONETIC WORDS FIRST—The young child is aided in his first steps in spelling by having familiar words of similar sound, appearance and spelling taught together. In the *Every-Day Spellers* the words for the first grade, a total of 215, are with but few exceptions strictly phonetic. The exceptions are nine words ending in *ay*, having the sound of  $\bar{a}$ , two ending in *ow* having the sound of  $\bar{o}$ , and eight irregular ones which are grouped in Lessons 61 and 62. The authors of these books think it would be a mistake for a child to complete the first grade feeling that *all* words are spelled as they sound, and so he is introduced to some words that are not strictly phonetic.

The words in the first grade are monosyllabic, all but six



having not more than three letters, and these six have but four letters. A beginner can not easily learn to spell long words. It is different with reading in which he does not need to take account of each separate element in a word. In spelling he must be explicitly conscious of each letter, and he must retain the letters in their proper order. In his reading it is enough that he should appreciate the distinguishing characteristics in words, without discriminating each element. He can therefore read larger words than he can spell, in the first three grades at any rate. In the *Every-Day Spellers* this principle is carefully followed.

PHONIC "FAMILIES"—The first approach to spelling should be made with the feeling that words can be arranged in families according to their sounds. When one member of a family is learned it will be easy then to learn the other members. All the words in the first grade, except nineteen, are strictly phonetic.

The phonetic principle has been carried through most of the second grade. The words are short in this grade, too, comprising not more than four letters, with but one exception.

THE SECOND GRADE—In order to assist the pupil the words are presented in eight general groups:

1. Words ending in final *e*.
2. Words ending in one or two consonants, but having no double letters.
3. Words ending in double consonants.
4. Exceptions to the rule governing words in Group 3.
5. Words containing double vowels.
6. Diphthongs.
7. Words having silent letters.
8. Combinations which are not phonetic.

The phonetic principle is followed to a considerable extent in the third grade. Before he completes this grade, however, the pupil becomes aware of the fact that many words are not spelled according to their sound, and it becomes necessary for him to study each word and fix in memory its spelling, without depending wholly upon its sound. He is introduced to the principle that one part of a word may be spelled as it sounds, while another part may not be so spelled. He is impressed then with the need of being alert to observe which part of a word, if any, is not spelled according to its sound. From this point on to the end of the eighth grade the pupil is made aware of the necessity of a careful scrutiny of each word in order to determine what parts are non-phonetic. This matter is of such importance that it should be given special attention.

CRITICAL STUDY OF WORDS—All investigations of the psychology of spelling impress the need of the careful scrutiny of non-phonetic words. Spelling requires a very different process from reading. In the latter the pupil may associate the general appearance of a word with its meaning. He may overlook the details of many words, and still be familiar enough with them for the purpose of reading them. But when he comes to spell a word, he must be able to reproduce each detail in the order in which it occurs in the word. For this reason he must in the beginning be made explicitly aware of each letter. He will have the greatest success if he will early learn to take the initiative in the study of words to be spelled. Investigation has shown that most of the poor spelling of the majority of pupils is due to the fact that they have not acquired the habit of examining words critically, so that parts of words, or perhaps

the whole of certain words, are very indistinct, and can not be accurately reproduced.

In the *Every-Day Spellers* various methods are used to lead the pupil to study the words to be spelled. His attention is drawn by the use of conspicuous type to the elements in words that need particular attention. He is made to realize before he has completed the third grade that he can not pass over any word without noting specially how the non-phonetic parts of it are spelled. These books aim to give the pupil such directions that he will become self-helpful in detecting the crucial parts of words and mastering them; but the teacher should, to some extent in the second grade, to a greater extent in the third grade, and constantly in the grades thereafter, test the pupil to see that he is gaining ability to search out the troublesome parts of words and give them concentrated attention.

**LEARNING WORDS AS WHOLES**—While successful spelling requires that the pupil give explicit attention to the difficult elements in a word when he is learning it, still before he takes leave of it he should *use* it as a whole. He should spell it orally and write it as though it had no parts—as though it were a unit. The child in the first grade can do this with his simple phonetic words, spelling them orally the first half of the year, and writing them the last half. At the very outset he will have to be conscious of the letters, but before the year is over he will spell them so rapidly that the elements will fuse together into a unity, so to speak. The first time a child spells a word, whether in the first grade or in the eighth grade, the teacher will test him to determine whether he distinctly appreciates each letter. But the last time he spells it she will see to it that he handles the word as a whole rather than as composed of distinct letters.

Various methods are employed in the *Every-Day Spellers* to accomplish the purpose of giving the pupil a knowledge of each word first as composed of elements, and in the end as being a unit.

**THE TREATMENT OF SYLLABLES**—To assist the pupil in the first step of analysis of polysyllabic words he spells them by syllables. In order that he may recognize the syllables, they are suggested in the printing. There is a very slight break between the syllables, just enough to suggest to the eye what the divisions are. Every experienced teacher knows it is difficult to teach pupils to recognize the syllables in words, and this is one reason why they have difficulty with spelling. The child's ear does not detect syllables in spoken words. The elements are fused together. The child catches simply the general pattern of sound, and when he comes to construct it in detail, putting in each literal factor, he is bound to be confused. It is for this reason that the syllables in polysyllabic words are suggested in these books. But after the syllabic analysis the words are always to be used in sentences without the suggestion of syllabic divisions, for when the pupil actually employs the words in the expression of his thought he must not think of syllables, except when he is in doubt about the spelling. From the first word of more than one syllable introduced in the third grade, to the completion of the work of the eighth grade, this principle of analysis first and synthesis afterward is followed in these books.

**MASTERY OF WORDS**—Good spelling requires that a pupil should acquire a feeling of being master of ordinary words. This means that he should work with words and actually construct them himself. Familiarity with words through the eye

as seen in reading is not enough for spelling efficiency. The use of words in writing is of far greater value for spelling than simply reading them or reproducing them orally. But the best kind of experience to develop a feeling of mastery is gained from *word-building*, and the construction of words to illustrate a given plan or pattern. It is also helpful to choose words that belong to certain "families." When the young child is given the word "rat," for instance, and is asked to think of all the words he can that belong to this "family," he will have an experience which will develop a feeling of intimate acquaintance with the words he selects. This principle of word-building and comparison is applied throughout these books. It is given greater emphasis in the higher than in the lower grades, because as he progresses through the school a pupil has an ever-widening range of experience which will enable him to be original and constructive in choosing words to illustrate a certain type of spelling, or to build words on a given pattern. Teachers should make use of every opportunity to give pupils practise of this kind. When one must use a principle of spelling himself in choosing and constructing words he will appreciate that principle better and observe it with greater success than if the words to which it relates were all set out before him to learn memoriter. In these books advantage is taken of every opportunity to make the pupil original and self-active in discovering similarities as well as dissimilarities in spelling. The teacher will find in many of the lessons directions to pupils to observe the ending of each word and note the effect which it has on the pronunciation of the word or upon the doubling of letters, and so on. As far as can be done, the pupil must discover every rule governing spelling. In his lessons he is directed what to look for, but he

is not told what he will find. He is directed to apply a principle which he has seen illustrated in his lessons to words which are not given in his lists. The teacher can make use of the inventiveness of the more active members of a class to stimulate the others. This will introduce a competitive element into the work which will be invigorating in any class.

USING WORDS AS THEY OCCUR IN EVERY-DAY LIFE—The fundamental principle underlying the methods and devices employed in this *Series* is that before the pupil quits any word for good he should employ it as fully as possible in the way in which he will have need for it in every-day life. This requires that as soon as he can write he should use every word he learns in sentences. These sentences should be as nearly as practicable like the sentences in which the words being learned occur in every-day usage. In the lower grades the sentences will necessarily be very simple. In the higher grades they will be more complex. In the highest grade they will relate to the elementary phases of the intellectual, social, moral, political and industrial life in the environment. In some cases the sentences will be dictated. In other cases the pupil will be required to construct his own sentences. Occasionally he will reproduce from memory a selection of prose or poetry in which the words in question occur. The pupil's spelling habits should be in writing, though his first attack upon a word should be in spelling it orally. There should be in most lessons a rapid oral reproduction of words, but most of the time in the higher grades should be devoted to writing.

MAKING SPELLING INTERESTING—When spelling is taught simply by assigning a certain number of words to be spelled orally or written each day, pupils are likely to find the work

dull and uninviting. In these books a variety of devices have been made use of to relieve the monotony of spelling. A generous use has been made of pictures, but these are utilized for the purpose solely of the teaching of spelling. Every lesson is a spelling lesson; but the pupil will not feel that every lesson is a spelling grind. When he is asked to write a story about a picture, using certain words to be learned, he will realize that he must use these words correctly, but at the same time the picture will make a strong enough appeal to him so that he will find pleasure in telling a story about it. This type of exercise is given quite freely in these books, but it is not confined always to writing about pictures. Many topics are suggested which lie within the pupil's experience.

USING WORDS AUTOMATICALLY—The principal need for spelling which pupils will have in mature life will be to use words in the expression of their own thinking. In order that this need may be met they must gain such mastery of words that they can use them more or less automatically so that their thought will not be arrested. And in order to use them in this way they must become habituated to their use in this manner in the school. Psychological experiment has shown that a pupil may be able to spell words in a column, but when he is required to use them in sentences of his own construction while he is working out a thought, he may misspell them. It is generally true that if you vary slightly a situation in which a certain habit was formed, the habit is not likely to function without error.

Applying this last principle, the plan is followed in these books of frequently giving familiar phrases as well as single words to be spelled. Of course, a pupil can not spell any phrase

until he has gained a considerable mastery of single words, but in the higher grades he can spell such phrases as "running swiftly," "development of character," "heroes of peace," and the like. The teacher can apply this principle as extensively as opportunity will permit. The pupils themselves can take the suggestions given in these lessons and carry them out in a great variety of ways. If there is time for it the teacher can say, "See how many familiar phrases you can write for the next class." There can not be too much of this type of work.

**REPEATED USE**—Investigation has shown that often pupils who have "passed" in the work of the fourth grade, say, can not spell the fourth-grade list when they have reached the sixth or seventh or eighth grade. The only way the teacher can be sure that words once learned will be retained is by having them used repeatedly. In these books this principle is kept in mind, and words learned in one lesson or in one grade, are in many cases used again later on. The plan is to keep a word in use until there is reasonable certainty that it is permanently learned. This can not be done if words learned in one grade are never used in succeeding grades.

At the end of each grade the words which have been taught in that grade are given alphabetically. The teacher in any succeeding grade can at a glance see what words her pupils should know. She should begin the work of the year by a review of the lists of preceding grades. No word studied in a previous grade should be let pass until the teacher is assured that it is thoroughly mastered.

**LEARNING RULES**—In *The Child and His Spelling* are given the results of an extensive inquiry regarding the value of learning rules in spelling. Many adults testify that they can recall



scarcely a single rule, though in their earlier years they learned many of them. In these books a few rules are given, but they are not introduced until the pupil has had illustrations of their application. They are derived inductively; the pupil is led to construct his own rules. When rules are stated they are phrased very simply. Unless this is done the pupil is rather confused than helped by a rule. University students who have been examined have testified that in some cases they have been hindered by rules, because they seemed so involved and technical. If the teacher thinks that a pupil at any time does not understand a rule clearly she should not go forward until the confusion has been cleared up. Care has been taken in these books to give only the rules that relate to matters of fundamental importance in spelling.

**SELF-TEACHABLE LESSONS**—These books are constructed on the plan of making directions to pupils so explicit that they can be followed without interpretation or supervision by the teacher. The pupil will not be in doubt as to what he is required to do in any lesson. From first to last all suggestions and directions have been made simple, clear and direct; and in printing, all directions to pupils have been distinguished by the use of special type and by spacing. This has been done partly to save the pupil's energy and to avoid confusion, and it has been done also to conserve the teacher's time. The lessons after the third grade are worked out for twenty-minute periods. If the teacher has more time or less time than this she can easily adjust the lessons to meet the requirements.

**DIACRITICAL MARKS**—It has already been suggested that the principle is followed in this *Series* of having pupils use words in school as nearly as possible as they will need to

use them in every-day life. Since people never use diacritical marks in actual life they should not write them in their spelling exercises in school. But to aid pupils in detecting the exact sounds of vowels, diacritical marks are used with a few type words. These type words are simply suggestive. The pupil becomes familiar with words as he will see them and write them regularly.

USE OF THE DICTIONARY—In some text-books on spelling pupils are constantly sent to the dictionary to find out facts of pronunciation and construction. In the *Every-Day Spellers* reference is made to the dictionary occasionally, but the time and energy of the pupil are not drawn upon heavily in this way. Pupils are led on the basis of their previous experience to think out new modes, either of construction or of pronunciation. Instead of depending wholly on the dictionary, pupils are encouraged to depend on their own penetration and resourcefulness. The teacher should develop *self-helpfulness* in these matters as fully as possible. Instead of saying constantly, "Look this up in the dictionary," she should say, "See if you can work this out in the light of what we have already had."















